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The challenge of transformational change and leadership in Scottish primary schools: A case study intervention approach.

by

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***Submitted in fulfilment of the requirements for the
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Abstract

The study was motivated by the central challenge of whether the use of the Education Scotland ‘Transforming Learning Approach’ could support unpromoted teachers to take greatly increased responsibility for transforming learner entitlements, within Curriculum for Excellence, through the provision of high quality leadership. This enquiry aimed to see if unpromoted teachers, working in two primary schools, could benefit from bottom-up approaches that would encourage them to scope out well-considered ideas for improvement and see them through to completion. Three broad research questions (RQs) defined the scope and direction for the research. These focused on what teachers’ perspectives were on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers, what teachers’ perspectives were on Education Scotland’s new “Transforming Learning” approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence, and lastly, what teachers’ reactions were to piloting the school design model, an intervention to transform schools and whether they could demonstrate impact from the use of the “Transforming Learning” approach. The research took the form of a case study approach, based on two primary schools in a large Scottish city. It adopted a mixed method approach which consisted of the use of two questionnaires, four focus groups, a series of practical workshops and the results of teachers’ agreed actions to collect and analyse the data. Among the main findings were the following: firstly, overall, teachers in the two schools were not prepared yet to implement Curriculum for Excellence further as part of school transformation. This was, apparently, because of their excessive workload, including being overwhelmed by policy initiatives over the last six years, lack of time and little knowledge of transformational change. Secondly, without strategic system change, including a higher level of digital learning and more support for teachers, their creative and innovative potential is likely to remain unrealised. Thirdly, some teachers may be clinging to past teacher identities which prevent them from accepting teacher leadership as a contemporary expectation of the teacher’s role.

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Lastly, my grateful thanks to my family for their encouragement and support.

Author's research declaration

I hereby declare that, except where explicit reference is made to the contributions of others, this thesis is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

I certify that, to the best of my knowledge, my thesis does not infringe anyone's copyright nor violate any proprietary rights. All ideas, quotations or any other material used, published or otherwise, are acknowledged fully in accordance with the standard referencing practices.

Aileen Monaghan

29 April 2019

Key educational terms and definitions:

Key terms	Definition
Agency	Agency as part of professional learning is the capacity of teachers to act purposefully and constructively to direct their professional learning and contribute to the learning and growth of their colleagues.
Differentiated instruction	Differentiated instruction - sometimes known as differentiated learning - involves teachers observing and understanding the differences and similarities between all learners in their classrooms. Learners are then provided with a range of materials at different levels appropriate to their abilities, personal interests, motivation levels, and gender to help them understand new information.
Distributed leadership	Distributed leadership refers to patterns of shared leadership roles and responsibilities - usually with senior leadership (such as the principals and vice principals) determining who assumes what. Many argue that distributed leadership is not so different from delegation, where those sharing the leadership still report to the senior leadership.
Distributive leadership	The actions taken by teachers in a school who feel empowered to assume leadership roles themselves without senior leaders delegating such roles and responsibilities. The emphasis is on sharing and empowering staff at all levels, and on formal and informal leadership across the whole school. This is seen as the ultimate stage of leadership.
Facilitative leadership	Facilitative leadership is the practice of guiding staff through a series of pre-defined steps to arrive at a result that is created, understood and accepted by all staff participating.
Inclusion	The practice of inclusion applies to all learners regardless of their abilities, additional learning needs, or health care needs. Learners attend and are welcomed by their local school in age-appropriate, regular classes. They are supported to learn and to participate in all aspects of the life of the school.
Innovative learning environments	Innovative learning environments define teaching and learning spaces in school that are flexible and adaptive to 21 st century methods of teaching and learning. Such environments are future focused and take account of the latest pedagogic and learning theories in enabling innovative practices. They offer learners connectedness and support them to keep pace with the world they are preparing for.
Knowledge based economies	A knowledge based economy is one in which a high proportion of the workforce are engaged in occupations that depend on high level skills such as problem solving and knowledge creation. The workforce is expected to generate and disseminate knowledge, information and

Key terms	Definition
	high skill level. These skills are increasingly required in modern 21 st century economies - especially in technology, business and public sectors - and are fast growing areas of job creation bringing significant economic benefits.
Leadership	Leadership in education is the act of influencing and motivating other individuals, groups of staff or entire school organisations to achieve desired and agreed outcomes linked to individual and school improvement.
Learning centred school	A learning centred school is one where school organisation, structures and processes are strongly focused on the main aim of promoting quality curricula, teaching and learning for all pupils.
Practitioner Enquiry	Practitioner enquiry involves teacher educators exploring and studying an area of practice with a rationale, method and approach that can be explained and defended. The findings can then be shared with a view to possible implementation, so they become more than reflection or personal enquiry.
Teacher leadership	Teacher leadership involves class teachers assuming responsibility and taking new initiatives beyond their own classrooms. For example, to influence their colleagues to adopt new pedagogies, or forms of assessment, or developing an area of the curriculum. Teacher leadership may be exercised through formal or informal positions.
Transformational change	Transformational change in learning, teaching and leadership is fundamental, scaled-up and sustained positive change over time, reflecting contemporary or cutting-edge approaches to 21 st century schools and schooling.
Unpromoted teacher	An unpromoted teacher is a teacher who works with a class of learners, in small groups, in a resource room, or teaches one-on-one inside or outside a regular classroom. This category of teacher excludes teachers in paid promoted posts in a school.

1.1. The background and starting point

In 2002 following the National Debate on Education, the then Scottish Executive Education Department (now the Scottish Government) convened a Curriculum Review Group (2004) to consider the aims and purposes of education for the 3-18 age range. The result was to put in place a revised curriculum which would enable all young people to be supported to become, “successful learners, effective contributors, responsible citizens and confident individuals”. (Scottish Executive, 2004, p.13). The new curriculum was designed with a vision to provide Scotland's children and young people with the knowledge, skills and attributes needed for life in the 21st century. The new curriculum is now in place for implementation and offers children and young people an entitlement to a broad general education from early years through to S3, and from there, a senior phase which can lead to sustained positive destinations as they move on from school. Since the roll-out of Curriculum for Excellence there has been on-going disquiet amongst the profession as to whether the new Curriculum has actually demonstrated transformational change for all learners, as was the plan, or whether teachers are continuing to use outdated, previously-used curriculum methodology, only making limited changes when directed. Teachers have indicated through their unions, and in particular through the EIS union, that they feel greatly under pressure due to the amount of paperwork and assessment required and this is having an effect on the impact of implementation of the new curriculum (Educational Institute of Scotland (EIS), 2017, p. 9).

In order to ensure the principles for curriculum design within Curriculum for Excellence; challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance, there is a growing consensus (with which I agree) that it is now timely for all professionals working with children and young people to take greatly increased responsibility for transforming learner entitlements through the provision of high quality leadership. This leadership needs to focus on completing important evidence-based practices that ensure these entitlements are provided for all.

One difficulty in enabling this much needed pace of change, is that teachers have been used to participating in a “top down change approach” where leadership is owned by small teams of teachers in promoted positions. CfE however, puts the onus on all teachers of a school to take responsibility for its implementation. For this to happen there needs to be high quality leadership from the top, but also the enablement of every teacher to be strong leaders of improvement and change. Teachers reported feelings of being overwhelmed at work, having to read various documents and complete what they considered to be needless bureaucracy, preventing them from using their professional non-teaching time to focus on the important improvements needed.

Education Scotland, which includes Her Majesty’s Inspectors of Education, is the Scottish Government Agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of improvements in learning experiences and outcomes for Scottish learners of all ages. Their status as an executive agency means they are independent and impartial, though they remain directly accountable to Scottish Government ministers. In their review by inspectors on bureaucracy in Local Authorities noted that:

Forward planning has been a notable cause of workload in many primary schools. In too many cases, primary teachers have felt the need to produce large quantities of documentation to demonstrate, for example to headteachers and local authority officers, that they are covering all aspects of the curriculum with their pupils.

(Education Scotland, 2016, p.3).

In 2015, the First Minister of Scotland launched the Scottish Attainment Challenge with the clear aim of driving forward pace and challenge in learning and teaching. The aims of this challenge included ensuring that all children and young people in Scotland are able to develop the attributes, knowledge and skills they need to participate successfully in life, learning and work in the future. The Scottish Attainment Challenge continues to demand a greater sense of urgency and priority for everyone involved in Scottish Education. It demands a focused effort on narrowing the educational gap at all levels and in all sectors relentlessly. In addition to the Scottish Attainment Challenge, in January 2016 the Scottish

Government rolled out a National Improvement Framework to support everyone working with children and young people to maximise the change and improvement necessary to improve standards for all, especially those from areas of deprivation.

The major focus for this inquiry was to see if teachers working with children and young people can be enabled to understand and agree on the need for a much faster pace of change to be in place, with all teachers participating in leadership actions, to ensure that the educational change needed can happen. This enquiry aimed to see if unpromoted teachers working in education could benefit from bottom-up approaches that encouraged them to scope out well considered ideas for improvement and then see them through to completion. It considered as part of its focus whether the findings from this study enabled teachers to put in place a faster pace of change in the classroom. If this work proves to be successful, it should be able to sit alongside the work of the present Scottish Attainment Challenge to support all teachers to make the important changes needed for learners to achieve better learning outcomes.

1.2. Context: Starting point and purpose

The overall purpose of my research was to consider whether the pace of change in learning and teaching was sufficient at present and whether the use of Education Scotland's new "Transforming Learning" approach could enhance the pace of change in education through empowering practitioners to take more ownership for improving learning and teaching to suit 21st century learners. I also explored and shared the methodology and potential success of Dimmock and Goh's (2011) work in Singapore and whether there are any lessons we could use to help teachers here in Scotland as they consider the change actions necessary within their own learning environments.

As an HMI at Education Scotland, tasked with evaluating the quality of learning and teaching in Scottish schools, I was keen to look at how the leadership of change is developing to ensure children and young people reach their potential within Curriculum for Excellence. From inspection reports I have written myself in the last five years, there are indications that although Scotland's schools are good, there is a need to increase pace and provide a greater challenge for learners, in order to move Scotland's learning and teaching evaluations from

“good” to “excellent”. Since Curriculum for Excellence commenced, the top-down approach mentioned above remains largely in place, limiting the pace of educational improvement within the new system.

There is strong reason to believe leadership by all teachers in transforming learning will be a vital component for the continued improvement of Scottish schools, enabling them to stand alongside the most advanced learning systems in the world. Teacher leadership is essentially about curriculum leadership, especially at classroom level in a primary school. It is therefore the closest leadership gets to the children, and so the leadership exercised by teachers most directly affects the learning experiences of children (far more than the leadership of principals or heads). Teacher Leadership is a different level and form of leadership from middle and senior leadership, and complements these levels. Building the Curriculum 3 sets the context for Curriculum for Excellence as a new curriculum that “aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18, firmly focused on the needs of the child and young person” (Scottish Government, 2008, p.3). This document exemplifies clearly the vast totality of the Scottish Curriculum (Scottish Government, 2018, p.13). For transformational change to happen, there is a need to move beyond the traditional concepts of senior and middle leadership if all the transformational benefits within Curriculum for Excellence are to be fulfilled. As promulgated by MacKay and Bertani (2016, p.62), the “urgency and scale of the transformation facing today’s leaders requires something more than incremental improvement”. If this necessary change is to take place, leadership must develop from the bottom up. As suggested by Campbell (2016, p.204), “teacher leaders do not learn leadership primarily by studying or conceptualising it in the abstract, rather they learn, innovate, adapt and develop leadership ‘by doing’”. Transformational change is long-term system reform. To change an entire system, as Harris (2010) explains, requires a new model of change, new capacities and new ways of working. It demands, “developing and distributing leadership throughout the education system and the need for linkages and networks among and between leaders at all levels of the system” (Harris, 2010, p.75). This study used the Education Scotland “Transforming Learning” approach (Education Scotland, 2018) to assess whether

its use could support unpromoted teachers in the development of a transforming school.

1.3. Research aims and objectives

The aim of this research was: first, to investigate school stakeholder perceptions of the importance of innovative learning environments; and second, to research how unpromoted teachers could be supported to adopt well considered, transformational actions to increase the pace of change in learning and deliver high impact for all learners across the system. The research aims included evaluating teacher responses on whether Education Scotland's new transformational change model could incorporate all the principles of a useful and appropriate approach to secure school improvement. Would this approach be suitable to enable effective teaching to assist children and young people to make best use of their learning whilst in school and make better transitions as they move on from school? Could such a model improve aspects of change needed in the system at present, such as enhancing leadership for all, more ownership of change by unpromoted teachers, more improvement at a faster pace than was previous able to happen? Is there a best way to implement this transformational change model? What are the differences shown through the approaches from "scoping and scanning" sessions completed? These demonstrate how an unpromoted teacher views the change that is necessary in the system with those views considered important by senior leaders of education in Scotland (see Appendix 15).

1.4. Research questions

Three broad research questions (RQs) defined the scope and direction of my research. In turn these questions led to a number of sub-questions, which then generated a series of interview questions, and a pilot initial survey completed before teachers' participation in the new "Transforming Learning" approach.

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

Sub-questions to RQ1:

- I will investigate what school stakeholder perceptions are of innovative learning environments at the moment, and how they can be used to support meaningful change in schools here in Scotland.
- I will seek to explore what the problems are putting in place a modern school and whether teachers at the moment are finding it difficult to make changes in learning and teaching as a result of particular pressures they are under at present.
- I will ask whether teachers feel there is a need for transforming learning and teaching in Scotland's schools at all. Is there any dissatisfaction with the present system or are we offering the best learning system available at present?
- I will question teachers on whether they feel that Curriculum for Excellence achieves all its possibilities presently, without transformational change actions in the system.
- During my research I will explore what teachers themselves perceive as innovative learning environments at present and whether they have ever been participating in any meaningful transformational change previously.

RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?

Sub-questions to RQ2:

- Senior teacher leaders and school inspectors will evaluate whether these approaches lead to unpromoted teachers having more confidence to take faster paced change themselves.
- Senior teacher leaders and school inspectors will comment on whether the completion of this research can support these two schools to improve their pace of change now and on-going.

RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?

The results of the research commented on whether the use of Education Scotland's new "Transforming Learning" model incorporated all the principles of a suitable and appropriate approach needed to achieve fast-paced change, and if so, whether participants considered there to be a best way of implementing this transformational model now and for other teachers to use in the future.

As a result of completing this research, I am able to answer the question on whether this "Transforming Learning" model is successful in supporting teachers to take forward aspects of change needed in the system, such as improvement in teaching, learning and in enhancing leadership for unpromoted teachers.

1.5. The justification, contribution and potential value from the study

To date, in Scotland there has been limited research completed in providing teachers with a framework or approach to take forward transformational change interventions. In addition, there are very few approaches available in Scottish schools, without costs added, that support teachers to make important changes and analyse the impact from these changes.

Findings from this case study can contribute to supporting unpromoted teacher leadership and the taking forward of new innovative change practices to speed up the pace of change.

1. The findings can support headteachers to ensure that school leadership work is developed further with all teachers taking additional responsibilities linked to their own skills and passions within learning and teaching.
2. The approach can encourage teachers to gain a better understanding of what is working well and what needs to improve.
3. The use of the approach can promote enhanced team work and build better teacher relationships.

4. The use of the approach may enable teachers to become more interested in sustaining a faster pace of change.
5. The approach can encourage teachers to be much more involved in development planning and enhancing their role further as unpromoted teachers.
6. The findings may confirm further that Curriculum for Excellence is not yet delivering transformational change for Scottish learners to the level that could be achievable.

Chapter 2, the literature review, explores the research problem in more depth. It provides a pathway for the study, emanating from the existing body of knowledge in the area of transforming teaching and learning. Knowledge gained from the study of pertinent research will help clarify whether the piloting of the Education Scotland “Transforming Learning” approach can be a positive starting point for practitioners to put in place actions to transform their learning and teaching.

Chapter 2. Review of Related Literature

2.1. Introduction and Purpose

The purpose of this literature review is to establish the context within which the study has been undertaken, identify the extant body of research on the topic and any gaps, and gain clearer insight into, and explore in more depth, the research problem. It provides a pathway for the present study, emanating from the existing body of knowledge in the area of transforming teaching and learning. Knowledge gained from previous research experience will help clarify whether the piloting of the Education Scotland “Transforming Learning” approach would be a positive starting point for practitioners to put in place actions to transform their learning and teaching.

The three research questions identified previously in the introductory chapter are:

RQ1. What are teachers’ perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

RQ2. What are teachers’ perspectives on Education Scotland’s new “Transforming Learning” approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?

RQ3. What are teachers’ reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the “Transforming Learning” approach?

The literature review highlights research evidence about innovation and transformation in learning, perspectives on Curriculum for Excellence in Scotland as it develops, and factors that may hinder the progress of unpromoted teacher leadership.

The literature review focusses mainly on supporting Research Question One on teachers’ perspectives on the need for change through enhancing the leadership

of unpromoted teachers. After a study of relevant literature, I was able to confirm that there was a strong justification for the pilot implementation of the new “Transforming Learning” approach to supporting teachers as they implement important change actions.

Previous evidence of the usefulness of transforming learning approaches that demonstrate impact in Scottish schools is limited. This literature review centres on key research that supports a better understanding of the need for transformational change. A broad review suggested four themes of literature listed below that address Research Question One.

The following four themes listed here serve to clarify the need for change through enhancing teacher leadership:

1. Innovation and transformation in learning.
2. The extent to which the roll-out of Curriculum for Excellence has been successful to date.
3. Present standards of achievement in Scottish primary schools.
4. Developing the leadership of the unpromoted teacher.

Each of these themes (and the sub-themes listed below) provides important background to the focus of this thesis. In addition, this chapter looks at the gaps in the relevant literature and resulting conclusions derived from the totality of the literature studied.

The references and resulting analysis from this literature investigation support strongly my reasoning for completing a pilot study with two primary schools. This pilot study offered support and challenge using the new Education Scotland “Transforming Learning” approach to complete transformational change actions led mainly by unpromoted teachers.

The literature review was structured in seven sections, which centre on search themes linked to the four broad topics listed above plus the gaps in the relevant literature and resulting conclusions derived from the totality of the literature studied. The seven sections are:

- i. Innovation and transformation in learning (See 2.2 below).
- ii. The present success of the roll-out of Curriculum for Excellence (See 2.3 below).
- iii. Present standards of achievement in Scottish primary schools (See 2.4 below).
- iv. Developing the leadership of the unpromoted teacher (See 2.5 below).
- v. The gaps in the relevant literature (See 2.6 below).
- vi. The resulting conceptual framework for the practical part of the study derived from the literature results (See 2.7 below).
- vii. Conclusions (See 2.8 below).

2.2. Innovation and transformation in learning

This section on innovation and transformation includes a consideration of:

- i. Innovation and transformational change in learning. What is the difference?
- ii. The drivers for transforming schools and examples of models demonstrating transformation in Scotland and internationally.

2.2.1. Innovation versus transformational change

The Oxford Digital Dictionary definition of innovation in the context of learning is “to use a new method, idea or product” (Oxford Digital Dictionary, 2017). McKinsey and Co (2017) on their website, refer to transformational change as delivering, “major change programs that create step-change performance improvement, build capabilities, and strengthen organisational behaviour to renew and sustain exceptional performance over time”. Innovation, while it provides new methods or ideas, still needs to be evaluated as providing beneficial change. In contrast, the use of transformational change implies major and sustained positive performance over time leading to an improved position. Similarly, Caldwell and Spinks (2008, p.5) refer to transformation as, “significant, systematic and sustained change that secures success for all students in all settings, thus contributing to the wellbeing of the student and society”. Generally, innovation is seen as limited change and for some this can lead to failure. As proffered by Fullan (2001a, p.35), “the goal is not to innovate the most”, as elaborated below:

Leading in a culture of change means creating a culture (not just a structure) of change. It does not mean adopting innovations, one after the other; it does mean producing the capacity to seek, critically assess and selectively incorporate new ideas and practices - all the time, inside the organisation as well as outside it

(Fullan, 2001a, p.44).

Also, according to Fullan (2001a, p.1), if you, “ask people to brainstorm words to describe change, they come up with a mixture of negative and positive terms. On the one side, fear, anxiety, loss, danger, panic; on the other, exhilaration, risk-taking, excitement, improvements, energising”. As such, the potential to be transformational with all that Fullan (2001a) describes is exactly the purpose of changing the Scottish curriculum to Curriculum for Excellence. Positive comments received from the Organisation for Economic Cooperation and Development (OECD) after their 2015 visit included, “Many of the Scottish educators we talked to are passionately committed to CfE, using words like ‘a transformation of children’s experience’, or ‘a breath of fresh air’” (OECD, 2015, p.138). What we cannot ascertain from the above statements is the percentage of Scottish teachers who concur with these views and how many of the above statements were supported by policy makers with a vested interest in the new curriculum.

2.2.2. Scholarly findings on school redesign for the 21st century

To date, there is plenty of scholarly dialogue focussing on examples of possible learning and teaching redesign to benefit learners in the 21st century and leading to transformational change. Dimmock (2000, p.1) focusses on the premise that, “school design and re-design should be based on the concept of the learning-centred school. Attention is thus placed on the quality of teaching, learning and curriculum experienced by all students”. In their paper on school leadership and transformation, Dimmock and Goh (2011) offer their views on the characteristics of 21st century knowledge-based economies and their human resource requirements including a demand for “new kinds of cognitive and communication skills” such as:

- analytical problem solving

- knowledge application
- generation of new knowledge
- understanding complex, multi-level functional relationships and systems.

They also refer to, “the social organisation of work in knowledge-based economies” in the following ways:

- greater autonomy
- flatter hierarchies
- more team work
- more intensive interaction
- shared decision-making
- more risk-taking
- more extensive oral and written communication

(Dimmock and Goh, 2011, p.219).

Despite the clarity from the findings within this thesis and from previous books, there is little evidence or research to suggest that Scottish primary teachers are either aware of, or ready to prioritise, the changes in school environments in response to these social and economic trends.

Various writers call for teachers to focus on the learning needs of each student. Fullan, Hill and Crévola (2006) outline this challenge as:

- i. knowing in a precise way the strengths and weaknesses of each student at a point of instruction through accurate formative assessment
- ii. knowing the appropriate instructional response and in particular when and how to use which instructional strategies and matched resources
- iii. having the classroom structures, routines and tools to deliver differentiated instruction and focussed teaching on a daily basis.

(Fullan, Hill and Crévola, 2006, p.33).

Whilst these findings advocate adoption of progressive practices, focussing on the learning needs of each student, teachers report that class sizes are increasing, there are fewer teachers available to teach in many schools and teachers are overburdened by regular new CfE support documentation (see Appendix 2).

For these findings on school design and re-design mentioned above to be successfully implemented, there would need to be additional and better quality career-long professional learning and more preparation time to ensure teachers could deliver an improved educational provision.

2.2.3. Pressure to change and transform educational systems

Globalisation continues to drive the development of new educational reform policies. Securing better educational outcomes remains an imperative for policy makers, as seen through the Scottish Government publication on education governance. In its opening statement, John Swinney, the Deputy First Minister and Cabinet Secretary for Education and Skills, espouses that, “improving the life chances of our children and young people is the defining mission of this Government” (Scottish Government, 2017b, p.1). The document also comments that, “this Government was elected to deliver a range of reforms to help us transform education in Scotland to ensure it delivers excellence and equity for all” (Scottish Government, 2017b, p.9). This Scottish government intent also corresponds with Harris and Jones’s (2016, p.xiii) comment that, “pressure to change, transform and improve educational systems has never been so acute or so highly prized”.

2.2.4. Influence of transformational change internationally

In support of teachers in Scotland accepting reform, there is a broad range of literature available which sets out international educational innovation and transformational change experiences in education systems.

As stated by Chrispeels (1997, p.27), there was a major reform of Canada’s educational system, “with the guidance of Michael Fullan and other Canadian educational scholars”. The strategy was to increase school-level decision-making and engage teachers as partners in the reform process. Harris and Jones (2016,

p.28) state, “as teachers embraced the policy and put into practice many of the required reforms, the result for Ontario students has been that they now are ranked as one of the top achievers in the PISA comparisons”.

In contrast with Ontario, Scotland’s PISA rankings noted in the Scottish Government’s governance review (2017) found that despite Curriculum for Excellence being in place since at least 2009:

Scotland’s overall performance has declined in science and reading compared to 2012 and is unchanged in maths. Our relative performance compared to other countries has deteriorated across all three areas. Performance has measurably deteriorated in science and maths since 2006. The Scottish Survey of Literacy and Numeracy (SSLN) which monitored national performance in literacy and numeracy has shown a decline in numeracy (2011 to 2015) and literacy (2012 to 2016). There is still a clear gap in attainment between children from more deprived and less deprived backgrounds.

(Scottish Government, 2017, p.3).

Conclusions may be drawn that Scotland could gain substantially from adopting aspects of the Canadian reforms as it develops school-level decision-making, including engaging teachers better as partners, in its recent reform process. Since 2009, there have been limited opportunities for teacher leaders to be involved in important decision making. Headteachers have until now had limited power and indeed often do not get to select their own staff, with this often imposed on them by local authority leaders.

In regard to Russian school reform, Froumin and Kasprzhak (1993) pose interesting questions on a few of the issues facing an innovation-driven policy model. These include, “How can the system leaders choose the ‘right’ innovations and make the system transformation sustainable?” (Froumin and Kasprzhak, 1993, p.40). Second is the challenge of diffusion - “How to move small pockets of excellence and creativity to a wider system?” (Froumin and Kasprzhak, 1993, p.40). From Education Scotland’s analysis of inspection findings for primary schools between

2012 and 2016, we can see that Scotland too has a need to consider how to multiply very “small pockets of excellence” appearing across the country (Froumin and Kasprzhak, 2017, p.40). The *Quality and Improvement in Scottish Education 2012-2016* report by Education Scotland (2016) provides clear statistics on quality indicators for evaluations of primary schools inspected from 2012-2016. This reveals that from 514 primary schools inspected over this period, only 2% of primary schools were evaluated as Excellent (Education Scotland, 2016, p.17). There are a variety of different ways that countries at present are reflecting the need for change. Harris and Jones (2016) comment that:

Countries such as Singapore, Indonesia and Hong Kong have changed their curriculum to make room for creativity and innovation. In contrast, other systems are relentlessly increasing the external pressure on professionals in the vain hope of securing better outcomes.

(Harris and Jones, 2016, p.3).

Research referenced below suggests that Scottish teachers are suffering from the relentless external pressure mentioned in these findings above. Despite this research being available to policy makers in Scotland, the new standardised assessment tests for Literacy and Numeracy in CfE in Scotland include little reference to the demonstration of creativity and innovation.

A number of authoritative scholars stand out in the development of educational change systems over the last 20 years, espousing their comments on how to achieve an education system that is transformational for 21st century learners. Appendix 1 shows examples of practices that some of these scholars consider to be part of the educational canvas to support the move towards transformational change.

These educationalists detail and promulgate a wide variety of suggestions for change and improvement. However, they demonstrate overlapping ideas such as, ‘raising the stakes’, ‘doing things differently’, ‘knowledge building’, ‘encouraging everyone to have a stake’. Such studies surface important themes which the present case study of two primary schools will include. For example, the insurance

of manageable steps, encouragement to understand and use enquiry skills and the use of learning from exemplary performance. These authors all draw conclusions that comprehensive change is needed to enable an education system to be fit-for-purpose in the 21st century knowledge-based economy. What is less clear from these writers' comments is how teachers can be supported and challenged to take these ideas forward. On reflection, these comprehensive changes accompanied by capacity building in schools to support implementation to date are not yet in place.

In supporting teachers, Wiggins and McTighe (2011) offer a helpful summary showing a three-stage planning process. Their "backward design" methodology where teachers consider successful outcomes first and back map from these could be very useful as we move to complete the practical part of this study. They comment on successful teaching beginning with clarity on the desired learning outcomes and from the evidence showing that learning has occurred as a result of strong design. The three stages are:

Stage 1 - Identify desired results

Stage 2 - Determine acceptable evidence

Stage 3 - Plan learning experiences and instruction accordingly

(Wiggins and McTighe, 2011, p.8).

Moreover, Wiggins and McTighe offer a few important design tips to support the above plan, such as building in one day in any unit plan when nothing is planned. As adjustments are necessary, staff need to "design in" time to adjust their work, ensuring they do not pack in too much. Designs need to be modifiable to obtain the best results. They also believe that any design is not completed until it has been edited based on the pre-assessment results. Also important to Wiggins and McTighe, and of use in the practical part of this study, is the time set aside to discuss results from diagnostic assessments annually and finish the unit design thereafter (Wiggins and McTighe, 2012, p. 102).

This first strand in the literature demonstrates that copious advice from educationalists exists to support teachers to consider change - if they see the need

for transformational change actions. Unfortunately, to date, teachers through their unions comment that they are not provided with enough time for text book study. The use of professional development sessions such as those offered during this study may therefore be more useful. While the above insight provides very useful strategic ideas for the way forward, including Hargreaves and Shirley, thinking that our assumptions must be, “that people are acting in good faith but need assistance and support to be more effective” (2012, p.53), there is only limited operational methodology available offering new support systems or new educational approaches to support unpromoted practitioners to go forward. In order to gain further understanding of teachers’ perspectives on the need to transform Scottish primary schools through enhancing the leadership in particular of unpromoted teachers, the next section focuses on the rollout of Curriculum for Excellence to understand factors contributing to the apparent teacher reluctance at present.

2.3. The present success of the roll-out of Curriculum for Excellence

Two themes are explored in this section:

- i. The respective roles of government policy, curriculum and assessment, parental voice, and inspection/evaluation regimes, that can either hinder or encourage school transformation (internationally and in Scotland).
- ii. The reluctance of teachers to change their practice. Why do schools therefore often need support and inducement to implement successful transformation?

2.3.1. Roles of government policy

A new curriculum framework in Scotland began implementation in schools in 2009. The Scottish Government, Education Scotland and SQA articulated this curriculum through a document demonstrating Experiences and Outcomes in eight curriculum areas and subjects within these. The intention was to provide concise statements about children's learning and progression in each curriculum area over five levels of increasing complexity, as children and young people build skills. Advice provided by the Scottish Government in the introduction states, “The framework is less detailed and prescriptive than previous curriculum advice. It provides

professional space for teachers and other teachers to use in order to meet the varied needs of all children and young people” (2009, p. 3). Whilst this offers teachers increased freedom, like the academic strategies offered in the previous section, there is little mention of the time or training needed for this to be achieved. Having professional space, but no time and little training, could lead perversely to more stress and less desire to consider change.

Chrispeels (1997, p.34) suggests that a factor that can influence policy implementation “is the degree to which leaders may feel overwhelmed with implementing prior policy initiatives. Governments rarely revoke policy, but usually continue to layer one policy on another”. As described by Chrispeels (1997), Curriculum for Excellence has advanced through a “layer upon layer” approach. Strategic leaders in Scotland need to consider the pressures and resulting limitations for improvement and transformation that may have resulted from this “wave upon wave” strategy in the next phase of educational development in Scotland.

School Inspectors in their report on inspection and review outlined Curriculum for Excellence as embodying “a new way of working. It recognises that sustained and meaningful improvement should, to a significant extent, be shaped and owned by those who will put it into practice” (Improving Scottish Education, 2009, p.1).

Also in this report, a notable observation was made on the attainment standards in primary schools across the country:

There remains variation across classes and schools in the quality of children’s learning experiences and the degree to which teachers are able to meet their differing learning needs. It remains the case that too many lessons lack relevance, engagement and excitement and fail to motivate learners.

(Improving Scottish Education, 2009, p. 39).

These comments from inspectors indicate that although primary children are enthusiastic and keen to learn, they are not always clear on what they need to do next to improve. There is a need for children to use independent learning skills better and importantly, pace and challenge is not sufficient, particularly for those

children who are already achieving well. These findings suggest that Scottish teachers in 2009 were not delivering the highest quality standards consistently across the system.

2.3.2. Curriculum for Excellence implementation

When Curriculum for Excellence was introduced, the then Education minister, Fiona Hyslop, commented in her covering letter (May 2009) that, “Curriculum for Excellence is the most radical reform of Education in Scotland for a generation - different in scale, scope and approach to any kind of educational development we have undertaken before”. She also stated that, “the reforms which Curriculum for Excellence brings about are intended to raise standards by improving teaching and learning with literacy and numeracy as a key focus”. Moreover, in line with Chrispeels’ (1997) comments above on the layering policy, she comments, “we will continue to add to the tools at your disposal” (Hyslop, May 2009). To date, there is no research showing that the aspirations shared here have led to high quality Career Long professional learning being available at the level needed to enable fast-paced change. However, praise has been received from the OECD in their 2015 report on Curriculum for Excellence implementation:

The Curriculum for Excellence (CfE) is an important reform to put in place a coherent 3-18 curriculum. It privileges learning and a holistic understanding of what it means to be a young Scot growing up in today’s world. There is a great deal to be positive about in such a review: learners are enthusiastic and motivated, teachers are engaged and professional, and system leaders are highly committed.

(OECD, 2015, p.9).

Reasons for the limited success of CfE to date are argued by Priestley and Biesta, who observe that an area that casts doubt on, “the progressive credentials of the new curriculum lies in their structure”. The use of “less prescriptive (or more vague, depending on one’s outlook) content” is responsible for, “assessment driven teaching” (Priestley and Biesta, 2013, p.4). Priestley, Biesta and Robinson also hypothesise that “the comparative lack of specification of knowledge/

content has laid the new curricula open to charges that they have stripped knowledge out of the curriculum” (Priestley, Biesta and Robinson 2015, p.5).

In explaining the ambitions for Curriculum for Excellence, the Scottish Government states that, “at its heart lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors, that is, they should develop the four capacities (Building the Curriculum 1: the contribution of curriculum areas, Scottish Government, 2006, p.1). Results from PISA, (Scottish Government, 2016) SSLN reports, (Scottish Government, 2017) the recent Quality Improvement in Scottish Education report (Education Scotland, 2017), and the OECD report (2015), all of which are discussed and exemplified below, suggest there is still a way to go to achieve this ambition. The issues mentioned above in the findings of the HMIE (2009) report are not yet addressed.

2.3.3. Reasons hindering the success of Curriculum for Excellence

In looking at the reasons hindering success, one answer may be seen in the amount of documentation to be acted upon by primary teachers. Since 2009, the commencement of Curriculum for Excellence has been complicated by the “layer upon layer approach”, a factor recognised by Chrispeels (1997) above and confirmed by the Education minister (Hyslop, May 2009). Teachers have been offered copious amounts of annual guidance through the provision of the Curriculum for Excellence, Building the Curriculum series 1-5, which offers guidance on all areas of curriculum development. By 2013, as a result of continuing union pressure, the Scottish Government put in place a group to tackle unnecessary bureaucracy in Scottish schools. Ironically this document is yet another to be acted upon at a time when teachers in primary schools are busy developing new courses for every subject taught. The advice offered by Scottish Government in Tackling Bureaucracy (2013, p.7) outlined the following suggestions for Education Scotland to support teachers:

- Use inspection teams to challenge unnecessary bureaucracy in schools.
- Support improvement through professional dialogue and promote sharing and exemplification of good practice.

- Ensure that it does not itself create unnecessary paperwork for schools and teachers. This includes working with local authorities and schools to clarify expectations and making sure that the documentation required for inspection purposes is kept to the minimum.
- Review its CfE website to ensure that national policy expectations are clear and guidance and support for CfE is made more easily accessible.”

(Scottish Government, 2013, p.7).

In 2015, a follow-up report was issued by the Scottish Government where the following conclusions were stated in the introduction: “Our main conclusions are that progress has been made but more needs to be done. The most significant progress in tackling bureaucracy is through taking a collegiate approach” (Scottish Government, 2015, p.2). As teachers go forward, professional dialogue will be essential to ensure that any needless bureaucracy, including the use of needless form filling, is removed from Scottish Education. Increased collegiality could cut the work of individual teachers as they continue to develop a creative curriculum.

The above findings demonstrated that teachers need to have more opportunities to work together and that previous bureaucracy must have impacted on the time used to ensure the successful delivery of Curriculum for Excellence as perceived at its commencement. Teachers’ perspectives on agreeing the need for transformational change as espoused in Research Question One may have been coloured greatly by the fact that they felt they have not been given training in new pedagogies, including modern assessment practices, or the time to produce the change needed. This despite two published bureaucracy reports, with comments in the latest document stating that, “more needs to be done” (Scottish Government, 2015b, p.1). This confirmed that great care was needed in going forward with any case study to ensure positive buy-in to the work when teachers have faced clear pressures.

Graham Donaldson - a former senior inspector in Scotland and policy adviser to the Scottish Government - offered a considered view on why Curriculum for Excellence is not yet achieving its potential, commenting: “CfE also explicitly leaves key decisions about relevant content to the school, reflecting a belief in

the benefits of greater local control (Donaldson, 2014, p.185). There can be no doubt that as Donaldson suggests, avoiding specificity can also lead to a superficial curriculum being put in place if teachers do not have the skills, understanding or experience to generate appropriately challenging and relevant course work.

Priestley and Biesta suggest three other factors that may also present particular problems. These are, firstly, that “tensions between the reforming intentions of Curriculum for Excellence and the institutional apparatus of Scottish Education” (Priestley and Biesta, 2013, p.29). Priestley and Biesta were referring to teachers who, “when it comes to matters of professional interest they are inclined to adopt a conservative stance” (Priestley and Biesta, 2013, p. 29). Secondly, Priestley and Biesta argue that, “attempts to convince teachers of the wisdom of the reform proposals were often not well handled” (Priestley and Biesta, 2013, p.29). They suggest that with curriculum innovation you will always have a few keen protagonists. The more difficult task is to convince the entire school population. One of the aims of this study is to test whether this is borne out in practice.

These findings suggest that avoidance of only “a few enthusiasts” leading any pilot will need to be ensured when going forward with any transformational change. Whole school buy-in of staff is necessary for school transformation. The third, and for Priestley and Humes the most fundamental, point is the fact that Curriculum for Excellence:

was under-conceptualised: that it lacked a strong theoretical basis that had been strongly thought through and grounded in existing research on curriculum and curriculum change

(Priestley and Humes, 2013, p. 30).

Priestley and Humes (2013, p 30) also comment that there was “little input from academics, who might have been able to strengthen the intellectual basis of the reform programme”. Priestley and Humes comments are strong and chime well with negative comments from teachers’ unions and the negative results observed during implementation. For example, in terms of the amount of bureaucracy generated, and the lack of specificity in regard to substantive curriculum content and guidelines for teachers.

2.3.4. Limited use of available research by teachers

Reasons why the teaching profession is not yet influenced by research are offered by Hopkins (2013), who argues that the teaching profession cannot be called an evidence-based profession. He comments that teachers tend to pick up new or popular ideas that are adopted in a superficial fashion. Moreover, most educational research is expressed in a way that makes it difficult for teachers to access. As a consequence, Hopkins' view is that teacher networking and professional learning become largely superficial activities since "the discourse they are designed to engender has nothing substantive to focus on" (Hopkins, 2013, p.178). This hypothesis can be tested during practical work with teachers observed during this present study.

2.3.5. The negative effects of bureaucracy on teachers

In June 2016, a further source of discontent amongst teachers in Scottish schools was noted. The Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, asked Education Scotland to complete a focused review of the demands placed on schools by local authorities in relation to Curriculum for Excellence. Inspectors evaluated the arrangements teachers needed to complete for curriculum, planning, assessment and reporting in schools. Their findings included comments that workload linked to planning and the production of large amounts of documentation is a big cause for concern (Scottish Government, 2016, p.3). More worryingly, the review of local authorities by Education Scotland noted that only half of local authorities are now ensuring teachers' workload and unnecessary bureaucracy are being addressed well (Scottish Government, 2016, p.5).

This literature above surfaces important findings to be considered in this study. Curriculum change has clearly caused severe pressure for Scottish teachers over the last eight years. It is therefore no surprise that teachers are resistant to any further change. This poses the question of how teachers can be supported with well-considered practical solutions to speed up progress, ensuring that high quality practice is the result. In suggesting any new improvement approaches as part of this study, the further development of Curriculum for Excellence will need

to avoid additional bureaucratic pressure for teachers who are already under pressure.

Undoubtedly, the role and re-conceptualisation of teachers' duties and responsibilities is intrinsic to the success of Curriculum for Excellence. A question arises as to whether this is truly possible when, as espoused by Priestley, Biesta and Robinson (2015, p.11):

an open curriculum framework remains embedded in rather strict accountability practices - including the use of attainment data and internal inspections - thus constraining the space in which teachers are supposed to develop and exert their professional agency.

On the other hand, could an answer to this dilemma for teachers be in ensuring that all assessment procedures are used in a less stressful fashion as a natural part of the learning process?

2.3.6. The Scottish Attainment Challenge and the National Improvement Framework

In February 2015, the Scottish Government launched the Scottish Attainment Challenge and the “The National Improvement Framework” with a view to enabling all learners in Scotland to reach their full potential, especially those who live in areas of deprivation. The Scottish Attainment Challenge aims to instil a sense of urgency among everyone involved in Scottish education and to focus relentlessly on narrowing the poverty gap at all levels and in all sectors. The introduction of Pupil Equity Funding (PEF) supports the above initiative. The PEF initiative is designed to enable schools to deliver additional activities, interventions or resources for children and young people affected by poverty in order to support and achieve their full potential.

The current priorities set out in the National Improvement Framework and Improvement Plan for 2017 were:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

(Scottish Government, 2016c, p.2).

To make progress on these core aims, all practitioners should address the six drivers of the Scottish National Improvement Framework:

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

(Scottish Government, 2016, p.3).

These drivers outlined above did not include clear guidelines or professional development to ensure their successful implementation. In addition to the many support documents already mentioned above, it is also noted that Scottish primary teachers, who take forward every curriculum area, have received an inordinate amount of additional documentation since 2012 for perusal and action. Appendix 2 illustrates why teachers in primary schools may consider themselves to be swamped with extensive documentation. These findings confirm clearly that this plethora of documentation may play a part in primary teachers' feeling that they have very limited time to consider and plan for transformational change.

2.3.7. The responses from the EIS survey on teacher workload

Furthermore, as part of the inquiry to ascertain whether teachers consider this ongoing documentation to be supportive or not, we can study their comments within the recent Educational Institute of Scotland (EIS) Union survey (2017), which questioned them on workload. Responses show that 87% of respondents indicated that their workload has increased during the past year - with around a third of all respondents indicating that their workload has increased 'significantly'

(EIS, 2017). Areas where levels of satisfaction were low included curricular change, workload, working hours and levels of pay. Over 50% answered that they did not feel they have had enough time for professional development and learning (EIS, 2017). When asked which three areas of their work they were most dissatisfied with, union members mentioned changes to the curriculum and, even more so, workload. This survey must be read with care as the EIS issued this workload survey to a representative sample of its members across Scotland and not to all Scottish teachers (EIS, 2017). Although the union survey and conference comments are not representative of all the members, these findings shed light on teachers' attitudes after eight years of implementation, again pointing to teachers feeling some disquiet towards putting in place the type of change suggested by academics and Scottish Government. This disquiet is largely a result of teachers' frustration that very few of the conditions needed to enable transformational change are in place to support them.

The Scotsman newspaper reported on the response of a major independent study completed by Bath Spa University. This concluded that there was a strong need to improve teachers' working conditions to avoid an increase in work stress and less job satisfaction (The Scotsman Newspaper, 2017). They suggest, and I would agree that, avoiding addressing teachers' conditions could lead to poorer teacher performance and an increased number of teachers in Scotland wishing to find alternative work (The Scotsman newspaper, 2017, p.4).

One last worrying feature associated with Curriculum for Excellence is the fact that, as argued by Humes, Bryce, Gillies and Kennedy (2013, p.1057), "no large scale research programme to assess its impact has been commissioned by the Scottish Government" and more worryingly, "the amount of independent research carried out has been limited". Yet despite research telling us that more research should have been completed, more and more "layer upon layer" documentation continues to pressurize Scotland's teachers with little human or financial recompense to soften these additional burdens. These findings suggest teachers are less than positive about taking forward further necessary change.

2.3.8. The development of parental involvement to support children's learning

Lastly, in this section, consideration must be given to the limited role still played by many Scottish parents in participating in the development of educational change. In the Scottish Government "Next Steps" policy document, the Depute First Minister noted that:

Evidence from the OECD shows that when parents are fully involved in their child's learning we see better outcomes for children, parents and schools. Research from PISA and Growing up in Scotland, which studied a number of children and young people's lives over a period of time, shows that while many parents are engaged positively in their child's learning, some parents face barriers; particularly those from poorer backgrounds.

(Scottish Government, 2017b, p.4).

As a result, the Scottish Government will be strengthening the involvement of parents through enhanced parent councils. It is important to note from the findings above that involving parents in transformational change actions during the practical part of this study is important to maximise widening participation in children's learning. However, cognisance has to be taken of Prior's assertion that "even with the best will in the world, parents who find their shifts have changed or their health has deteriorated will feel under pressure" (Scottish Government, 2013, p.234). This aspiration may be difficult to achieve as parents juggle commitments at work and in the home.

The findings ascertained from the completion of this third theme within the literature review means great care will need to be taken over any further additions to teachers' existing workload. However, with clear information above showing Curriculum for Excellence has yet to produce excellence in learning and teaching consistently, the addition of a limited case study intervention is justified, offering support in the form of a new "Transforming Learning" approach to try to achieve elements of transformational change needed in the system. From the findings from relevant literature there are a number of reasons why Curriculum for Excellence has only achieved partial implementation and why teachers may be exhibiting reluctance to change their practices. The above section of the literature review

on the present success of implementing CfE reveals that the new curriculum commenced as a top-down policy with little time for training. Added to this has been bureaucratic pressure on teachers, which, according to inspection evidence, has led to a lack of consistency in providing quality lessons that offer relevance, engagement and excitement. In addition, there has been little input from academics and not enough research completed to assess impact as the rollout continued. More work is also needed to engage parents, where possible, to play a more leading part in their children's learning. This summary leads into research evidence on the resulting present standards of achievement in Scottish primary schools, in particular since the commencement of Curriculum for Excellence, and how Scotland's primary results compare against other schools internationally.

2.4. Present standards of achievement in Scottish primary schools.

This section includes consideration of:

- i. The drivers for transforming schools - the international evidence and Scottish experience.
- ii. Present levels of learning and achievement in Scottish education and in the primary sector in particular, with reference to international comparison.

2.4.1. Drivers to support change and improvement

The OECD (2015) strongly supports the need for further work on the implementation of Curriculum for Excellence in Scotland. Their report comments that "over time, certain issues and shortcomings have become apparent" (OECD, 2015, p.17). It continues, "partly, this has been about how well the system has functioned in its own terms - its clarity, efficiency and implementation" (OECD, 2015, p.17).

2.4.2. Present levels of achievement in Scottish primary schools

In Scotland, one of the many ways that standards in literacy and numeracy have been monitored is through the Scottish Survey of Literacy and Numeracy (SSLN). This annual sample monitors national performance in alternate years, at P4, P7 and S2. The survey also provides valuable information to help bring about

improvements for children and young people in learning, teaching and assessment within the classroom. In 2016 it was noted that writing performance of P4 pupils was similar in 2016 (62 %) and 2012 (64 %) (Scottish Government, (2017a, p2). Meanwhile, the performance of P7 and S2 pupils declined by seven and fifteen percentage points, respectively, between 2012 and 2016 (Scottish Government (Scottish Government, 2017a, p2). In Numeracy, the proportion of P4 pupils who performed well or very well decreased between 2011 and 2013, and slightly declined again between 2013 and 2015 (Scottish Government, (2016e). At P7, performance stabilised between 2013 and 2015, after a fall between 2011 and 2013 . S2 performance remained the same across all three survey years (Scottish Government, (2016e). The Scottish Government has since taken a decision to discontinue the Scottish Survey of Literacy and Numeracy. The last survey took place in May 2016 and results were published on 9th May 2017. (Scottish Government, (2017a, p.1). From this time, a Scottish Government-led primary initiative has provided detailed information to support teachers to assess progress in literacy and numeracy. Again, practitioners will face training on data usage and there will be questions from teachers on resultant additional pressures on workload. The aim of the National Improvement Framework and the Scottish Attainment Challenge is improvement. To date there is still no measurable positive impact from the figures mentioned above.

Education Scotland (2017) recently published its “State of the Nation” report. In their latest publication, *Quality and Improvement in Scottish Education*, positive strengths and areas for development include comments from inspectors that:

primary schools have generally worked hard to develop and improve their curriculum over the period of this report. As a result, inspectors noted that the quality of learning experiences for children are improving.

(Education Scotland, 2017, p.15).

Table 1 below shows examples of strengths and areas for development noted from Scottish primary inspections between 2012-2016 (Education Scotland, 2017).

Strengths noted in Scottish primary schools:

Staff generally used a good range of learning and teaching approaches which enabled children to be more actively engaged in their learning

Increasingly, we have observed children deepen their learning through collaborating with each other. Inspectors found that where this worked well children discussed and explained ideas, solutions and information and, as a result, developed their confidence.

Schools have taken many positive steps to develop and improve the curriculum (p.14).

Areas for development in Scottish primary schools:

Better arrangements for assessing and tracking children's progress are needed. Staff need to ensure they provide consistently high-quality learning experiences which are challenging, enjoyable and support all children to be leaders of their learning (p.14).

There is room to improve children's skills in solving more complex problems. Children do not have sufficient opportunities to develop their higher-order thinking skills well enough or apply skills and knowledge in new and unfamiliar contexts (p.15).

Table 1: Inspection comments on primary school strengths and areas for development noted between 2012-2016 (Education Scotland, 2017).

Section 2.3 of this review summarises results and comments from inspectors, locally published data and OECD and PISA results. The findings above show that while there is recognition of strengths in Scottish Education's present levels of achievement, there is still a clear need for teachers to transform the quality of learning and teaching to avoid any further decline in standards mentioned above. Harris and Jones (2016, p.3) comment that "even though we glibly accept that 21st century learning will require different skills from those cherished only a few decades ago, many countries and systems are still holding fast to the educational practices and pedagogies of a previous age". There is evidence within this report to suggest that Scotland may still in many ways be one of these countries. This begs the question of what other factors beyond the layer upon layer of documentation, teacher assessment pressures, and major workload issues, are

hindering or alternatively, might support, transformational change, and why are schools not yet choosing or able to move at pace to do this? The next section looks at these factors and whether further emphasis needs to be put on developing the leadership of unpromoted teachers.

2.5. Developing the leadership of the unpromoted teacher.

This section considers factors that hinder or support transformational change in learning locally and internationally.

2.5.1. The need for the improvement of leadership at school level

In their recent document on the next steps for Education Governance, there can be no doubt about the importance the Scottish Government is placing on the improvement of leadership at school level through their strong comments that:

Leadership is the essential ingredient that binds the separate parts of an education system together and is a pre-requisite for achieving system-wide transformation. Leadership capacity doesn't just emerge, it needs to be built and requires modelling by leaders.

(Scottish Government, 2017b, p.25).

Clearly, the Scottish Government believes that leadership is a very important feature of achieving system-wide transformation. The Donaldson Report demands that there is an urgent need to challenge teachers' roles to date, requiring all practitioners "to be responsible and accountable and to be committed to lifelong learning and reflexivity" (Donaldson, 2011, p.14). The General Teaching Council for Scotland (GTCS) endorsed Donaldson's report, and, as a result, leadership underpins all the GTCS standards. Nevertheless, as Torrance and Humes (2015, p.801) argue, "neither the standard for professional registration nor the standard for full registration explain what forms of leadership are intended, how teachers are expected to enact such leadership or how teachers and formal leaders are intended to fulfil these expectations". In discussing the importance of teacher agency, Priestley, Biesta and Robinson (2015) have pointed to the importance of teachers as highly skilled motivated professionals with the understanding that

equally important attention needs to be given to understanding and developing the conditions that form “such an important part of the interplay” (p.137).

What remains less clear at this stage is whether the entire teaching profession understands the need for them to take further responsibility with increased obligations and whether they concur that they need to assume more leadership. Previously, as described by Torrance and Humes (2015, p.801), “leadership was ascribed to headteacher and senior management post holders; teaching was ascribed to teachers”.

In Scotland, there has been a move from distributed leadership to distributive leadership, as explained with clarity by MacBeath (2004, p.797 cited in Torrance and Humes 2015):

‘Distributed’ leadership contains the notion that the leader appoints or delegates others to carry out work on his behalf something that is in the gift of a headteacher. ‘Distributive’ or ‘dispersed’, on the other hand, suggests leadership being assumed on a more democratic basis, taking influence as a right and a responsibility rather than it being bestowed as a gift.

Some teachers in Scottish schools may be less keen to participate in distributive leadership, citing pressures from day-to-day tasks already in place. In this regard, Hopkins (2013) usefully outlines some common practices that can ignite school system reform. These are:

- Decide on what is non-negotiable.
- Install capable and like-minded people in the most critical positions.
- Engage with stakeholders.
- Secure the resources for what is non-negotiable.
- Get ‘early wins’ on the board quickly

(Hopkins, 2013, p.266).

In 2003, a major reform of Canada’s education system took place, as described by Chrispeels (1997, p.28): “A cornerstone of this policy was to rebuild relations with the teacher unions, which had been very tense under the previous administration,

with many strikes and work stoppages”. Importantly, teachers were respected more, engaged in reform processes and as a result, valued more highly. The pay rise, very recently accepted by Scottish teachers has been an important improvement in salaries across all levels. There remains a question going forward on how Scottish teachers could also benefit from reform in their present conditions of service.

Scotland is not alone in trying to improve teachers’ competence and knowledge to support educational equity. Wetzler’s (2010) paper on personal insights on teacher leadership in America suggests that “effective teachers tend to have a broad perception of a teacher’s role, defining their responsibility as doing whatever it takes to lead their students to success” (p.21). In Scotland, teachers are supported to improve their leadership competence through a legal requirement for membership of the General Teaching Council of Scotland (2012). The Scottish College for Educational Leadership (SCEL) was established in 2014 following recommendations from the Donaldson report (2011) . Believing this to be vital to a school’s success, they offer leadership programmes and services to try to ensure teachers are supported to improve outcomes for children and young people. To date, support is offered through four leadership, development and professional learning programmes and activities. These are teacher leadership, middle leadership, school leadership and system leadership. SCEL to date has had responsibility for leadership development and the GTCS has brought together professional associations and other partners to develop a professional learning framework. To simplify the landscape and provide clarity for teachers, the Scottish Government has decided that Education Scotland should have responsibility for national support for professional learning and leadership. It is hoped that aligning will enable an improved focus on developing methods of improvement that work for local circumstances.

2.5.2. Defining the roles within teacher leadership

Over the last 15 years, scholars have focussed on the skills, dispositions and attitudes that define the roles within teacher leadership and its impact on learning and teaching. Day and Harris (2003, p.316) argue that there are four discernible dimensions of the teacher leadership role: these include translation of the principles of school improvement into the practices of individual classrooms;

participative leadership; and the role of mediator and as a source of expertise and information. Day and Harris (2003, p.316) adopt a stance that “a fourth and possibly the most important dimension of the teacher leadership role, is forging close relationships with individual teachers through which mutual learning takes place”. Harris (2004, p.314) comments that informal leadership constitutes “classroom-related functions such as planning, communicating goals, regulating activities, creating a pleasant workplace environment, supervising, motivating those supervised and evaluating the performance of those supervised”. Whilst for the early 2000s these comments will be seen as innovative for the time, they would be perceived today as limited in their capacity to deliver the potential within Scotland’s Curriculum for Excellence. Although Harris’s definition is now 15 years old, it was observed by the researcher, during the practical part of this study that all his definitive suggestions, listed above, are not yet always demonstrated, as part of a Scottish teachers roles and responsibilities today

In their paper on the theoretical and empirical basis of teacher leadership, Wenner and Campbell (2017, p.146) extend Harris’s definition in recognising five general themes to describe teacher leadership. The first theme is that *teacher leadership goes beyond the classroom walls*. The second and third themes, describe what teacher leaders should be doing beyond their classroom walls. Many scholars believe that *teacher leaders should support professional learning in their schools*. This could include leading professional learning communities, conducting formal professional development, or assisting other teachers in classrooms. Again, Wenner and Campbell (2017) confirm that there is a large body of literature that supports this view. They quote many authors to support the claim that *teacher leaders should be involved in policy and/or decision making at school level*. A fourth major theme that arose from the definitions of teacher leadership is that “*the ultimate goal of teacher leadership is improving student learning and success*, and hence this above all should determine the roles that teacher leaders assume. Finally, many definitions point to *teachers as leaders working toward improvement and change for the whole school organization*” (Wenner and Campbell, 2017, p.146).

Based on the results of this literature review, Wenner and Campbell (2017, p.152) found that teachers taking on leadership roles resulted in “*feelings of*

empowerment for all teachers in a school, colleagues receiving support that is relevant and encourages professional growth, and teacher leadership contributing significantly to school change". A question arises as to whether these comments refer to a whole school staff demonstrating these views or only those who feel they will further their careers in the long term. Wenner and Campbell's (2017) paper also identifies factors that do not support teacher leadership such as *lack of time, poor relationships with peers and/or administration, climate and structural factors, and personal characteristics* (p.153). These comments chime well with the Scottish Government's (2013, p.7) bureaucracy report, mentioned earlier in 1.1, and also with the more negative comments revealed in the EIS (2017) survey, mentioned in 2.3.7 above.

In contrast to the more negative comments above, Torrance, Notman and Murphy (2016, p.42) believe that "teacher leadership offers the potential to engage teachers in bottom-up approaches to school improvement and liberate the professional creativity of teachers". This viewpoint aligns with the philosophy behind the "Transforming Learning" approach to be used in the practical part of the current study. Torrance (2013 cited in Torrance, Notman and Murphy, 2016) argues that leadership is perceived as a relationship of social influence in which expertise, rather than formal position, forms the basis of authority. Torrance, Notman and Murphy (2016, p.42) further argue that "a clearer conceptualisation of 'teacher leadership' and its espoused purposes is needed". This viewpoint seems a more attractive proposition for teacher leadership than the earlier suggested models above, since the perspective of teacher leadership is linked to fostering creativity within the teacher's *de facto* unpromoted post, which ultimately can be an opportunity to celebrate skills already in place or develop skills which can be used going forward in a teacher's career (Torrance, Notman and Murphy, 2016, p.42-43).

Of strong interest linked to the development of the creative teacher mentioned by Torrance, Notman and Murphy (2016) above, is their repetition of the numerous listings describing the dispositions of those exercising teacher leadership offered by Danielson (2007, p.44). Nine contributory characteristics are listed. These are: deep commitment to student learning; optimism and enthusiasm; open mindedness and humility; courage and willingness to take risks; confidence and

decisiveness; tolerance for ambiguity; creativity and flexibility; perseverance; and willingness to work hard. These well-defined, contributory features of teacher leadership are still relevant today. They provide a very clear foundation for teachers to reflect upon as they develop their leadership skills.

The practical part of the present study offered a clear opportunity for school leaders to demonstrate whether they could create an enabling culture that encouraged teachers who were willing to move beyond traditional teaching. Torrance, Notman and Murphy (2016, p.44) also comment that “‘teacher leadership’ should be seen as a collaborative concept where one works alongside colleagues in a non-hierarchical way”. The present study answers in part whether this will be truly possible as long as Scottish Education continues to have hierarchical structures where many teachers have only minimal time available for other duties beyond the classroom. Torrance, Notman and Murphy (2016) also caution on using the GTCS standards as part of policy rhetoric, commenting that “teachers need permission, space and tools to debate the ideas underpinning standards and to appreciate them as contested ideas, exploring ways of generating practices in their own context” (2016, p. 51). The “Transforming Learning” approach used in the practical part of the present study offers exactly this permission, space and tools to explore ideas. The question will be whether in practice this can work successfully in the present teaching climate in Scotland.

In a recent paper on the development of teacher leadership, Torrance and Murphy (2017) express exactly the tenets to be demonstrated in the practical part of this study. Teacher leadership is developed “through collaboration and mutual accountability, teachers take professional responsibility for enacting changes to practice” (Torrance and Murphy, 2017, p.24). Torrance and Murphy (2017 p.24) believe that this can enhance “self-esteem, work satisfaction and increase motivation levels, as well as performance and retention levels”. In so doing, “leaders get their power not from the hierarchy above but from those around them” (O’Brien 2016, p.xiii cited in Torrance and Murphy, 2017, p.24). It was intended that the practical part of this study would investigate whether this is the present reality for Scottish teachers or an important aim to be realised through much more creative school planning.

2.5.3. The importance of Career-Long Professional Learning

The Donaldson report (2011) emphasises the importance of Scotland's teachers being well-educated. It suggests the role that career-long learning could play alongside participation in Masters-level accreditation and on-going engagement with research (Donaldson, 2011, p.76). Yet one of the difficulties facing teachers in Scotland is that they are often on minimum preparation and study time. They have little time for the cultivation of thinking skills. Waite (2013, p.7) observes that "thinking is hard. It takes hard work. And good thinking takes time. Thinking is unobservable, difficult to measure, to manage and control - mainly because it can't be seen".

For some teachers, having limited thinking time, may be one of the important reasons for the present limited level of implementation of Curriculum for Excellence. In producing leaders from unpromoted and sometimes inexperienced teachers, there is clearly a part to be played by school senior managers modelling and encouraging enquiry around the area of what high quality learning will look like. Collinson (2008, p.247) espouses the view that teachers are "learners first; leadership occurs as a by-product of learning".

Almost all educationalists would agree with Collinson that in preparing students for 21st century learning, consultation with students and parents is necessary. Teachers need to become more innovative and develop deeper educational knowledge. They benefit from continuous professional learning, working with partners and opportunities to work together including peer observations and teaching (Collinson, 2008, p.264).

That teaching and learning are inseparable, is a fundamental educational and pedagogical principle. For a teacher to be a good teacher, there has to be an expectation that they will be exercising leadership of their students.

Priestley's (2010) findings suggest that there are competing tensions playing a part in achieving success. He argues that, "mediation of policy is dependent on the values, beliefs and prior experience of practitioners, as well as the contingencies of the social settings in which they work" (Priestley, 2010, p.25). Very effective schools demonstrate leadership at all levels, including teacher leadership, middle

level leadership, senior leadership and strategic school support leadership. To date, HMI indicates in the recent *Quality and Improvement in Scottish Education* report that, although there are examples of strong leadership, there is more to be done to ensure the best outcomes for all children and young people: “a continued focus needs to be placed in every sector to ensure that high-quality leadership is a feature of every educational establishment and service” (Education Scotland, 2017, p.56).

The Scottish Government in their recent plan to take forward “Equity and Excellence in Scottish Education” recognise that they need to empower teachers, “who have space and time to deliver” (Scottish Government, 2016a, p.1). To support teachers to develop their leadership skills, Education Scotland has recently put in place an online Education Hub. This digital hub is there for teachers to share what is working well to help to close the gap for those learners who are most disadvantaged in their learning. It is too early to measure any impact or improvement from the use of the HUB, but it could be part of transformational developments if it can begin to demonstrate the on-going development of creative and innovative teaching and learning.

There is little research available in Scotland since the start of Curriculum for Excellence to find out whether the values, beliefs and prior experiences of practitioners made or make them ready to lead a new Curriculum that requires its leaders to exhibit creativity, passion and the level of transformational change needed to ensure its total success. The practical part of this study will shed some light on whether the teachers are and were at the right level of readiness argued by Priestley (2010) to achieve this.

2.5.4. Present teacher pay and conditions

Priestley’s (2013) arguments also surface another important issue that continues to blight the pace of change. Governments will be judged by parents on the extent to which they perceive there has been school improvement (Priestley, 2013, p.180-181). This could lead to short term change to be taken forward over the period of a single parliament, with politicians choosing solely to focus on short term gains which may provide them with additional votes. Without improved

conditions, we cannot be surprised if teacher unions react negatively to piecemeal short-term change or developments leading to additional pressures.

Since these comments by Priestley (2013), conflicts around workload, pay and conditions have yet to be ameliorated. As acknowledged in the Glasgow Herald newspaper (2017 June 05, p.11), teachers' pay has fallen "more than 16 per cent behind its 2003 value when measured by the retail price index. The difference is 8 per cent when measured against the alternative consumer price index". This, and the fact that teachers indicate their low morale and overwork (the responses to the EIS survey (2017) and within the Education Scotland review of Local Authorities (2016), plus excessive bureaucracy - all militate against full implementation of CfE. This again poses the question of whether from the literature reviewed in this chapter, there will be a less than enthusiastic response from teachers invited to participate in the new "Transforming Learning" approach as part of the study.

There is no doubt that from the previous literature analysis above, Scotland has still a long way to go to ensure that all teachers are innovators through their own learning, as suggested by Collinson above (2008, p.264).

2.5.5. Teacher empowerment

Curriculum for Excellence as a project has much further to develop to realise its ambition across the Scottish education system. Implementation is not yet consistent, curriculum development in primary schools is partial, and assessment results, as mentioned above, need to be better. Additionally, the Scottish Government requirement to deliver equity, alongside improvement in the quality and consistency of teacher leaders, surely has to be a crucial part of the feature needed to achieve success. Berry and Hess (2013, p.60) believe that "schools can't deliver on the promise of extended learning without re-visiting familiar governance arrangements, management practices, teacher job descriptions and licensure requirements". In light of the fact that Scottish teachers in the largest union in Scotland are contemplating strikes in 2018, this is prime time to renegotiate arrangements to give them the time, training and collegiate teamwork necessary to achieve the transformational change improvements required.

The Aspen Institute (2014) proposed a helpful roadmap to empower teachers to lead from the front. They share sentiments on aligning the form and function of teacher leadership, commenting that “they may need to jettison their old teacher leader roles and responsibilities in favour of new ones” (Aspen Institute, 2014, p.). They exemplify their change thinking for teachers in Table 2 below:

	OLD TEACHER LEADERSHIP	NEW TEACHER LEADERSHIP
ROLE	Teacher takes on responsibilities for administrative tasks (e.g., the ordering and distribution of supplies) or events outside of the classroom (e.g., family night or field trips).	Teacher observes and coaches other teachers, models best practices, and leads team meetings.
AUTHORITY	District administrator or principal sets meeting agendas. Teacher rarely participates in formally evaluating or coaching other teachers.	Teacher sets meeting agendas. Teacher may participate in formally evaluating or hiring other teachers.
TIME AND COMPENSATION	Teacher lacks time to observe and work with colleagues on their instructional practice. Teacher may or may not receive additional compensation.	Teacher receives release time and training to observe and work with colleagues on their instructional practice. Teacher receives additional compensation in exchange for increased responsibility and authority.
SELECTION AND TRAINING	Selection is based on seniority or personal relationships. Limited professional development on leadership.	Selection and training are based on competencies aligned to leadership role. Significant professional development on leadership.
FORM AND FUNCTION	Teacher has no defined role relating to giving other teachers feedback or helping them improve.	Teacher has specific duties that drive key system-wide goals (e.g. improving instructional quality, building aspirational student and staff cultures).

Table 2: The Aspen leadership Roadmap (Aspen Institute, 2014, p.3).

In addition, the Aspen authors make a keen observation, stating:

To ensure deliberate, strategic leadership development, systems must then define the measures before implementation begins and monitor progress throughout implementation. Finally, systems need to build strategically by designing clear teacher leader roles and responsibilities.

(Aspen Institute, 2014, p.5).

During this change process, there would also have to be the inclusion of well-considered professional learning for teacher leaders and the line managers.

The National Institute for Excellence in Teaching in Iowa identified several features that support collaborative success. These included the following:

- While principal support was crucial, collaborative teams were more successful when facilitated by teacher-leaders who implemented the new strategies in classrooms themselves and could show evidence of improved student learning.
- Teams were more successful when teacher-leaders were trained to use explicit protocols to guide teams through a process of identifying student learning problems, selecting instructional strategies, analysing student work for evidence of impact, and honing strategies until they achieved results.
- Finally, to persist in focused problem-solving long enough to achieve success, teams needed regular time to meet, and school leadership teams needed to protect that time from competing demands.

(National Institute for Excellence in Teaching, 2014, p.4).

We cannot say that these findings above have yet been applied in Scotland. A further issue mentioned for both Iowa and Scotland is, “considering strategically the need to ensure a more consistent learning and teaching provision across the whole country” (National Institute for Excellence in Teaching, 2014, p.4). To enable Scottish teachers to maximise their creative leadership in a way that ensures necessary change, we need to consider how to remove some of the barriers teachers perceive as preventing them having time for leadership development.

In Scotland, Priestley (2010) articulates very well a process for practitioners to engage in while maximizing the potential of CfE. He provides a strong argument that in using this process, teachers would address the implementation gap as policy translates into practice, by focussing on how the big idea that underpins the policy articulates with the local structural and cultural features that might impact on putting it into place.

This includes attention to factors such as facilitative leadership, teacher autonomy (underpinned by trust), the use of distributed leadership, and the making of space and time for generative dialogue, whence practitioners are able to make sense of the new policy

(Priestley, 2010, p.31).

In addition, and importantly, Priestley (2010, p.31) makes the point that, “empowered and engaged teachers and managers will respond to change creatively from a wide range of repertoires. Disempowered and/or uniformed individuals will respond narrowly, often to avoid risk”. At the time of the study, there is little evidence that teachers feel empowered or that the time given is used well enough to make more than piecemeal change and improvement as evidenced above in the bureaucracy review (Scottish Government, 2013) and the recent comments from the Educational Institute of Scotland (2017) the largest teaching union.

2.6. The gaps in the relevant literature

This literature review demonstrates that there are many studies both from Scottish and international researchers arguing the need for strategic change in learning and teaching. However, there are some notable gaps in the literature. First, there are relatively few studies in Scotland offering answers to the lack of time and support needed on possible approaches, how to strategize change, and how to use well-considered methodology to support teachers to make the changes proposed. Teachers in Scotland need more guidance as to how to acquire the skills and methodology for new teaching and learning practices. Secondly, there is only limited literature available on how unpromoted teachers in Scotland can take the operational actions necessary to deliver transformational learning and high-quality leadership suitable for 21st century schools. Thirdly, there is little research available focusing on the skills and attributes necessary for some unpromoted teachers in Scottish primary schools. Teachers face working conditions and a policy environment that exemplifies a “layer upon layer” approach, yet they may not have the training, skills or even the desire to make the necessary adjustments to ensure the sought-after success.

2.7. The resulting conceptual framework for the practical part of the study derived from the literature results

The purpose of this study is to investigate whether unpromoted teachers can be enabled to transform learning and teaching to suit the needs of today's learners. This includes using the new Education Scotland "Transforming Learning" approach to examine whether the approach can support improved leadership for unpromoted teachers increasing the pace of change within Curriculum for Excellence.

Drawing from the many lessons observed in the above literature review, the following framework design in Table 3 shows the proposed research model for the practical section of the study. Each stage identifies the two primary schools' experiences and proposed outcomes for analysing and completing chosen transformational change actions. The study aims to refine this pilot model based on analysis of the data collected from the two schools.

The outcomes achieved will inform present knowledge on the views of unpromoted teachers in taking forward change actions and whether teachers feel their leadership is supported through the use of the "Transforming Learning" approach. Table 3 below offers a visual overview of the key steps to be overtaken within the "Transforming Learning" approach. Data analysis will be provided in Chapter 4 through the completion of steps 2-6.

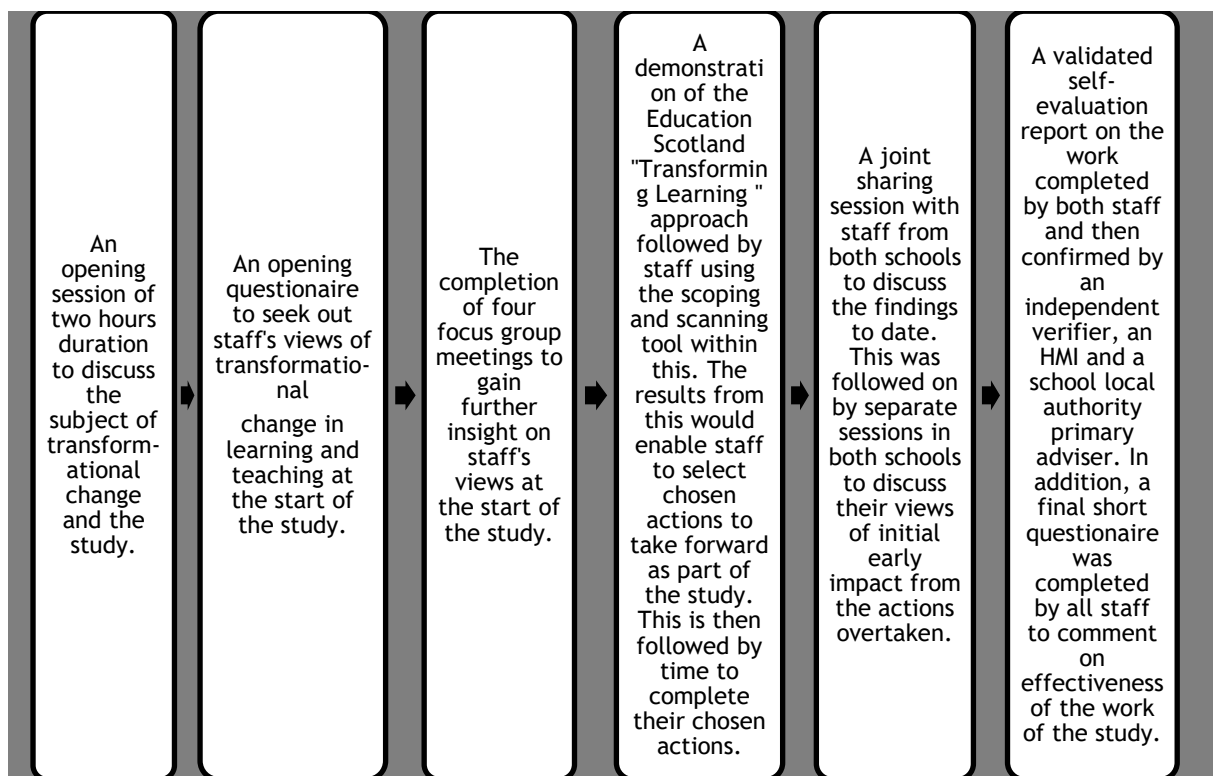


Table 3: The overview of the key steps within the “Transforming Learning” approach.

The above model is designed to address the challenges exposed in the literature review, such as moving beyond controlled, top-down leadership decision-making. The approach will take the form of an intervention and provide systematic methodology and training advice to support all teachers, and in particular unpromoted teachers, to action transformative change outcomes for children. This ‘Transforming Learning’ resource is free to access online and is set out clearly to support key teacher leadership development practices, which are flexible within the 35-hour working agreement for Scottish teachers. The model can be used by educational professionals at all levels. It should not be used as a top-down model but should be an approach where teachers take forward creative and transformative ideas to completion within a clear and helpful framework.

2.8 Summary and conclusions

This literature review has cited important publications by educationalists in Scotland and internationally, including OECD reports, Scottish Government reports and other relevant Education Scotland policy reports. In 2009, the Scottish Government introduced Curriculum for Excellence, a policy that might have set the context for transformational change in Curriculum, teaching and learning. The literature cited in this chapter confirms that in 2018, there is still some distance

to travel for Curriculum for Excellence (a major government transformation of the Scottish curriculum initiated in 2009) to be implemented fully. Although there is clear evidence that educationalists put forward a strong case for change and transformation of learning and teaching to support learners for the 21st century, much of the research available tends to offer strategic thinking rather than the production of operational and practical support approaches. Teachers in Scotland need clearer methodology and stronger operational processes led by strong, supportive and enabling school leadership to ensure improvement in learning and teaching and resulting in stronger attainment and achievement. There is evidence that leadership quality is not consistent across all Scottish Schools, and that many unpromoted teachers are not exercising teacher leadership. Hence, after completing this literature review, there is still a strong case for conducting an interventionist case study with a coherent package of support to assist unpromoted teachers to take forward transformational change actions.

The literature review provides a clear warning that with the pressures teachers are under, as seen from the “layer upon layer” of new policy documentation and from the responses of the teachers’ union survey (Educational Institute of Scotland, 2017) there will likely be challenges ahead, including possible disruption at the time when Education Scotland’s “Transforming Learning” approach is trialled in this present case study (Education Scotland, 2018). The researcher is aware that there are teachers who feel that anything more added to their present requirements will be too challenging. Many teachers feel caught between a professional identity that is described by Torrance and Humes (2015, p.802) as, “often involving a tension between apparent encouragement to engage in free intellectual enquiry and the constraints imposed by bureaucracy and hierarchy”. Recently in Scotland, the latter seems to have been in the ascendancy. The findings from the literature review has deepened my conviction on the need to support and encourage teachers, and in particular hear the voice of unpromoted teachers participating in open discussion about ways they can improve implementation of Curriculum for Excellence and engage purposefully in transforming teaching and learning more generally. Hence, the present intervention aimed at trialling implementation of the Education Scotland “Transforming Learning” approach alongside offering knowledge management

support is fully justified. Chapter 3 provides an explanation and justification of the methodology for the study.

3.1. Introduction: research aims and purpose

This chapter details the choice of research approaches and includes the information and data to be gathered, how the information and data will be analysed, and other methodological choices related to the study. It discusses the main source of information, the intervention study approach used, interviews, questionnaires, case study approach and validated self-evaluation approaches used to complete the work. The research methods follow comments that “we first need to establish what we are trying to find out, and then consider how we are going to do it” (Punch, 2005, p.20).

The connectivity between the methods and the questions for the study is that “the matching of fit between the research questions and research methods should be as close as possible, and that a good way to do that is for methods to follow from questions” (Punch, 2005, p.19). Furthermore, although the study includes some mixed methods (quantitative as well as qualitative), the philosophical worldview for this study as espoused by Creswell (2014, p.8) is constructivist whereby, “the goal of the research is to rely as much as possible on the participants’ views of the situation being studied. The questions become broad and general so that participants can construct the meaning of a situation”.

The purpose of the study and subsequent interventions is to investigate how the use of the new Education Scotland “Transforming Learning” approach can support practitioners in two primary schools to enhance the pace of change in learning and teaching through developing their own leadership skills. Furthermore, it is to get an accurate picture on whether the Education Scotland approach is a positive one to support improvement through a number of interventions.

3.1.1. The main research questions

RQ1. What are teachers’ perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

RQ2. What are teachers' perspectives of Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?

RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?

3.1.2. Researcher Positioning

An early consideration is the position taken by the researcher. Since the background of the researcher, as mentioned above, is that of an Inspector of Education, there are aspects of the study that will inevitably reveal that the writer has her own educational values and is not necessarily sitting in an impartial position. Critical viewpoints can undoubtedly assist in the future development of the use of the approach being trialled. In addition, being a school inspector could cause teachers to offer views they believe will chime with the researcher. As Creswell (2014, p.188) notes:

This often leads to compromises in the researcher's ability to disclose information and raise issues of an imbalance of power between the inquirers and the participants. When researchers collect data at their own workplace when they are in a superior role to the participants, the information may be convenient and easy to collect, but it may not be accurate information and may jeopardise the role of the researcher and the participants.

The Scottish Inspectorate has made clear on recent occasions that pace and challenge in learning is presently too slow. Nevertheless, in the position as a researcher at the University of Glasgow, I will endeavour to separate the two roles of inspector and researcher. I have a pre-disposition to this matter, in that, from my researcher position and my own informed professional view, I am convinced it is a good strategy to conduct an intervention to help schools understand the need and develop the capacity for transformational change. Thereafter, teachers are freed up to respond as to whether they consider the intervention to have been helpful to the advancement of change in their school and whether it has led to (or is leading to) transformational change in actions and practices of teachers

participating in the study. Secondly, the motivation for the completion of this work is part of the writer's personal development as a researcher with a desire to improve her qualitative skills. I also wanted to study more about transformational change, with a desire to see faster-paced positive change in learning and teaching.

3.2. Research design

To facilitate the project, a clear detailed plan was drawn up demonstrating the various stages to be completed. This section of my thesis explains how my methodology learning informed the range of methods to complete the data collection and analysis and generate findings to answer the three research questions and additional sub-questions within this.

To assist me to be organised and focused and to ensure I had considered all the research questions in the completion of the work, I completed the following more visual research plan as shown in Table 4. As learned from Punch (2005, p.37) the research questions do the following:

- They organise the project and give it direction and coherence.
- They de-limit the project, showing its boundaries.
- They keep the researcher focused during the project; they provide a framework for writing up the project.
- They point to the data that will be needed.

RESEARCH QUESTIONS	METHODS OF COLLECTING DATA TO ADDRESS THE QUESTIONS
RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?	Completion of questionnaire Completion of four focus group conversations to answer six related questions linked to RQ1 Final questionnaire
<i>RQ1 Sub-question in italics below</i> <i>I will investigate what school stakeholder perceptions are of innovative learning environments at the moment and how they can be used to support meaningful change in schools here in Scotland.</i>	Questionnaire Focus group
<i>I will seek to explore what the problems are around redesigning a modern school and whether teachers at the moment are finding it difficult to make changes in learning and teaching as a result of particular pressures they are under at present.</i>	Questionnaire Focus group Scoping session responses

RESEARCH QUESTIONS	METHODS OF COLLECTING DATA TO ADDRESS THE QUESTIONS
<i>I will ask whether teachers feel there is a need for transforming learning and teaching in Scotland's schools at all. Is there any dissatisfaction with the present system or are we offering the best learning system available at present?</i>	Questionnaire Focus group Literature review
<i>I will question teachers on whether they feel that Curriculum for Excellence achieves all its possibilities presently, without transformational change actions in the system.</i>	Questionnaire Focus group
<i>During my research I will explore what teachers themselves perceive as innovative learning environments at present and whether they have ever been participating in any meaningful transformational change previously.</i>	Questionnaire Focus group
RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?	Completion of the "Transforming Learning" approach
RQ2- Sub-questions below: <i>Unpromoted teachers will evaluate whether these approaches lead to them having more confidence to take faster paced change themselves</i>	I will analyse the responses from the validated completed templates end on to the study
<i>Teachers will comment on whether the completion of this research can support these two schools to improve their pace of change now and on-going.</i>	I will analyse the responses from the validated completed templates end on to the study Results from the final short questionnaire
RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?	I will analyse the responses from the validated completed templates end on to the study Completed short questionnaire given out at the end of the study
<i>The results of the research will comment on whether the use of Education Scotland's new "Transforming Learning" model incorporates all the principles of a suitable and appropriate approach needed to achieve fast-paced change and if so, do participants consider there a best way of implementing this transformational model now and for other teachers to use in the future?</i>	

Table 4: Visual research plan overview of complete methodology choices to answer the research questions

The following sections elaborate and justify the design as set out in Table 4.

3.2.1. Case study approach

This research adopts a case study approach by comparing the actions of teachers in two primary schools as they learn about and pilot the new "Transforming

Learning” approach as advocated by Education Scotland. They use this approach to analyse their present strengths, make decisions and choices and then take forward agreed actions to support positive change. Gall, Gall and Borg (2007, p.442) state clearly that a “case study is done to shed light on a phenomenon, which is a process, event, person or other item of interest to the researcher”. Similarly, Creswell (2014, p.14) comments that case studies are a design of enquiry where “the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals”. The case schools in this study are two large primary schools in the same education authority, with similar pupil numbers, in which I was able to spend focused time. They were chosen since both schools had relatively new headteachers and were going through a renovation process. Like almost all Scottish primary schools, their teachers were considering ongoing aspects of change to improve learning and teaching. Yin (2002, p.1) states that case studies are generally “the preferred approach when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context”. The research is asking ‘how’ much change, if any, was demonstrated to support transformational change in learning and teaching during the period (four months in total) of the intervention for this study. The case study approach is defined primarily as one that is clear about the boundaries it draws for data collection and analysis; hence the findings are largely confined to within these boundaries. In the case of this study, the boundaries are two Scottish primary schools. I am aware of the limitations of an intervention lasting four months, however, in the evaluation of the intervention, teachers are asked a question about their plans for (non-)continuation of the work.

This study looks at the results of completed actions led by unpromoted teachers in two primary schools as part of an intervention into whether a new “Transforming Learning” approach advocated by Education Scotland is effective in supporting teaching staff to lead aspects of transformational change in their classrooms. Although the approach can be used by any level of education professional, or indeed by children and young people, a purpose of the study has been to emphasise the promotion of leadership activity by unpromoted teachers. The paucity of operational support structures to help unpromoted teachers consider and then make transformational change actions, made evident in the

literature review, provided a strong reason for testing out a case study with two primary schools.

3.2.2. Negotiation and access to each school

Negotiations to complete the practical work were done through conversations with the Head of Education for the Local authority for both schools. Thereafter, a preparatory phone call and an initial meeting were held with both headteachers, who first confirmed their willingness to participate along with their teachers, and secondly ensured they understood the parameters of the study from the outset. A full summary of the research work timeline with the tasks to be undertaken (see Appendix 3) was distributed to both headteachers to share with teachers so they were fully aware of the totality of the work to be completed.

3.2.3. Positivism and interpretivism: questionnaire and interviews; mixed method approach

The two most prevalent research paradigms within educational research are interpretivism and positivism. For this study, the primary methodology for collecting data for is qualitative, falling within the interpretivist paradigm. Merriam and Tisdell (2014, p.14) claim that qualitative research “consists of a set of interpretative, material practices that make the world visible”. In addition, the interpretivist paradigm, which is the philosophical basis underpinning qualitative research, assumes that “reality is socially constructed; that is, there is no single, observable reality. Rather there are multiple realities, or interpretations of a single event” (Merriam and Tisdell, 2016, p.9). Moreover, Creswell (2014, p.185) states that “qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audio visual information rather than rely on a single data source”.

In the early stages of the study, both a questionnaire and focus groups were used to gather ideas for generating subsequent data collection instruments. Morgan (1988, p.12 cited in Punch, 2005, p.171) points out that “the hallmark of focus groups is the explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group”. As a result of the use of both qualitative and quantitative methods, this study thus used a mixed

methods approach, where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches and concepts of language into a single study” (Gall, Gall and Borg, 2007, p.33).

This chapter also looks at the main sources of data for the research - the use of the transformational change tools, the focus groups and questionnaire, and the methods used to complete the data collection and the analysis.

3.2.4. Key stages of the study - an overview of the four stages and how they connect

There are four clear stages to the completion of the intervention study. Stage one is the pre-intervention study where the researcher completed background work and elicited teachers’ views at the commencement of the study. Comments from teachers indicating the limitations of their understanding of and participation in change led to Stage two, which included knowledge exchange between the researcher and teachers to enhance their understanding of transformational change thinking in Scotland and elsewhere. This included an offer of professional development including a workshop discussion session. After this preparation phase, teachers were ready for stage three, namely, the management, implementation and completion of the intervention. Lastly, in stage four, the success of the outcomes were evaluated and an assessment was made of the impact from the work completed.

3.3. Stage 1: Pre-intervention study - eliciting the status quo

The aims of this first stage were to get a full understanding of the need for transformational change in learning and to find out what teachers understood by this terminology at the beginning of the study. To support this stage, a literature review was completed as part of the pre-intervention to get a full understanding of how much the Scottish Education system has taken forward Transformative Change to date. For this to be completed, the writer studied and wrote an overview of the topic and its status quo, using an annotated bibliography that included, as Merriam and Tisdell (2016, p.94) advise, “being scrupulously diligent about recording the full bibliographic reference”.

The literature review as Creswell (2014, p.28) puts it, “provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings”. The steps to conducting a finalised literature review also followed Creswell’s (2014, p.31) suggestion of ensuring that the writer “proceed[s] in a systematic fashion to capture, evaluate and summarise the literature” (see further detail in section 3.9 below).

3.3.1. Stage 1 Methods of data collection

The sample for the study includes the headteachers, depute headteachers, principal teachers and unpromoted teachers for each school. The total numbers participating are circa 35, accounting for any absence during the study.

3.3.2. Teachers’ questionnaire

The first research question was addressed through the generation of a 40-item digital questionnaire, to be completed by all participants in the project. Creswell (2014, p.157) stipulates that the purpose of survey research “is to generalise from a sample to a population so that inferences can be made about some characteristic, attitude, or behaviour of this population”. Before commencing this part of the work with school teachers, the questions were piloted on both the researcher’s supervisor and on an experienced questionnaire writer at Education Scotland. As a result, a few questions were re-drafted to become more focussed, and a few other questions were moved to be part of the focus group interviews. The purpose of this survey was to get an overview of teachers’ thinking at the commencement of the work before introducing them to the “Transforming Learning” approach.

There were three reasons for choosing a self-completed questionnaire to collect both qualitative and quantitative information. First, the questionnaire sought the views, similarities and differences in teachers’ thinking at the commencement of the study. In using this format, the researcher considered Creswell’s (2014, p.157) suggestion about “the economy of the design and the rapid turnaround in data collection”. Secondly, it enabled participants to express their own views at the commencement of the work. Thirdly, the privacy of a questionnaire enabled all teachers to complete questions quickly, offering personal views honestly through

the anonymity of the questionnaire. The researcher understood the limitations of a questionnaire in that it could produce less in-depth responses and prevent the writer from asking follow-up questions linked to the topic. The online questionnaire was distributed by email to all participants within both schools and was completed during agreed professional dialogue time in both schools. In total, all of the 35 participants completed the questionnaire and all respondents answered all questions. The questionnaires were designed to be completed in about 20 minutes at the end of the school day and was arranged as described in detail previously.

The questionnaire was grouped around five themes, differentiated in the survey according to colour to provide a clear visual structure. These were:

- **Staff views on the implementation of Curriculum for Excellence at present in their school (Questions (Q) 1 to 11).**
- **Staff views of their teaching role at present (Q. 12 to 25).**
- **Possible challenges for teachers and promoted staff in their school at the moment (Q. 26 to 29).**
- **Past and present involvement and experience in Leadership (Q. 30 to 34).**
- **Past and present involvement in transformational change (Q. 35 to 40).**

The participants were offered a Likert Scale as demonstrated in Table 13 measuring attitudes that range from strongly agree to strongly disagree to record their responses to 40 items as seen in Appendix 4.

Examples of four items are presented below:

I am presently implementing Curriculum for Excellence in full.
I believe there is much more to do before Curriculum for Excellence is implemented in full in this school.
All learners in this school experience activities that meet their learning needs in preparation for their future lives.
I have enough preparation time to put in place new Curriculum for Excellence courses, e.g., skills for work, Health and Wellbeing (HWB).

Table 5: Examples of the 40 items in the first questionnaire

The full report on all the survey questions and results is included in Chapter 4.

In case there were software issues or teachers indicating lack of confidence in completing a questionnaire, paper copies were available, however, they were not used.

3.3.3. Teachers' focus groups (four in total)

To deepen the information gained from the questionnaire, a series of four structured face-to-face group interviews were held. These groups enabled teachers to offer a more detailed response than was possible in the questionnaire. Each school provided six unpromoted teachers with varying teaching experience and all their senior managers, giving a total between both schools of four focus groups to be interviewed. The focus group meetings took place either at the end of the school day, as part of designated in-service training sessions, or, in the case of one of the senior leaders' groups, was completed over a lunchtime session. Interviews were led in a semi-structured fashion, enabling teachers to offer their opinions and ideas. As argued by Punch (2005, p.168), "the interview is one of the main data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality".

The semi-structured interview format was selected as described by Gall, Gall and Borg (2007). This involves "asking a series of structured questions and then probing more deeply with open-form questions to obtain additional information" (Gall, Gall and Borg, 2007, p.246).

These focus groups played a strong part in offering an understanding of the thinking of the participants at the commencement of the project. The advantage of completing interviews over a questionnaire is that they are conversational, allowing teachers to express views and underlying attitudes based on their previous teaching experiences. The researcher was aware that "the more unstructured the interview, the more communication skills in general, and listening in particular, is important" (Punch, 2005, p.175).

The interviewees were asked a total of six open-ended exploratory questions all with sub-questions alongside them to ensure teachers could express their views. In formulating the questions for the focus group, the researcher understood that “the way in which questions are worded is a crucial consideration in extracting the type of information desired” (Merriam and Tisdell, 2016, p.117). To get the necessary data, it was important to understand that “good interview questions are those that are open-ending and yield descriptive data, even stories about the phenomenon” (Merriam and Tisdell, 2016, p.120).

As for the questionnaire, the focus group questions all support the information being gathered for Research Question 1:

RQ1. What are teachers’ perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

Appendix 5 sets out the full list of questions asked during each of the focus group meetings.

An example of the questions posed in the focus group meeting included:

EXAMPLE OF A FOCUS GROUP QUESTION
1. What is your view of the need the transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers? <i>(Is everything that needs to be done being done? What else is possible in the system at present?)</i>

Table 6: Example of a focus group question

3.3.4. Methods of data analysis - managing the data gathered

The data gathered (including the questionnaire data) was stored on an encrypted laptop and backed up on an encrypted pen drive. The data from the questionnaire was analysed digitally using analysis within Survey Monkey for the first questionnaire and BOS (the online survey tool designed for Academic Research, Education and Public Sector organisations). For the second questionnaire, the response returns were viewed as an excel spreadsheet, pie chart and bar graph. The interviews were recorded on a digital dictaphone with permission of all respondents. A full transcription was provided for each interview and the researcher shared the transcriptions with teachers, enabling respondents to

Person commenting	Comments given - the researcher's questions are in italics
RQ	<i>So with these pressures then, how are you able to take on other leadership roles then?</i>
PUTR	I think you are too frazzled at the end of the day to think beyond that's a day done. It's such an individual thing, you know, some people are more resilient - some people have more experience - and you know I think even more experienced teachers would find that situation really you know challenging. I can only imagine what it would be like for a probationer coming into that.

Table 7: Short excerpt from the transcript from a focus group with unpromoted teachers

A short excerpt from the transcript and open coding from a focus group with unpromoted teachers is exemplified below in section 3.3.5. For further exemplification of this transcript see Appendix 7.

3.3.5. The use of a manual coding system to analyse data

As the focus group was limited to the use of six questions linked to Research Question 1, a manual coding system was used, using a word processor, to analyse the data further.

The full transcription of the four focus group conversations came to 55 pages of comments (see Appendix 7 for exemplar from the original transcription). The coding words and sub-themes from this are listed below in Table 8.

Initial coding words – linked to understanding RQ1	Subsequent thematic coding words added		
1. Learning			
2. Time			
3. Leadership			
4. Curriculum for Excellence			
5. Transformational change	Innovation	Digital learning	ICT

Table 8: Original coding words used linked to Research Question 1

Examples of the final summation of the other pertinent observations from the focus groups using the codes above can be seen below in Table 9 and in more detail in Appendix 7.

Focus groups - linking the coding words to the comments within all four conversations
<p>Coding word 1: Learning</p> <p><u>Comments from School A primary unpromoted teachers' comments (PUTC)</u></p> <p>Learning is not as good as it can be - it's not as good as it used to be - I don't think.</p> <p>Generally speaking, I think because we have more and more children whose behaviour is interfering with learning, their learning and everybody else's learning and your teaching. It's got a massive impact.</p> <p>I think we need more support workers - yes.</p> <p>I think the issue is that we don't have adequate support</p> <p>Nowadays they are not getting that chance; its more or less we are a security person or a babysitter.</p> <p><u>School A promoted teachers' comments:</u></p> <p>I think that so much of the job now is not teaching and learning. That's what we get paid to do. Some days I go home and say, 'what did I do to take forward teaching and learning today?' We have a different pressure.</p> <p>You learn every day. You don't ever stop learning.</p> <p>Teach them how to think.</p> <p><u>School B primary unpromoted teachers' comments (PUTC)</u></p> <p>I feel there is too much in the curriculum. I feel that there is too much change / teachers are actually quite good at the job they do and if we were left to do the job which we were meant to be doing actually I think Scottish Education would look actually after itself in many ways. I feel if the Government / Education Department they keep bringing in new ideas. We are swamped - every night when you leave it's the only time I feel depressed when I leave school - I leave and that's something else I'm not doing, it's something else we've not been trained to do, it's something else that I don't fully know, now I end up feeling worse. People I know who are retiring feel they were a rubbish teacher. Sometimes I feel there is change for the sake of change, there's a lot of people saying we need to change this, we need to change that, instead of letting things work out which we already have in place.</p>

Table 9: Short excerpt from the transcript and open coding from a focus group with unpromoted teachers

Training to be a skilled observer included “learning to pay attention, learning how to write descriptively, practising the disciplined recording of field notes, knowing how to separate detail from trivia... and using systematic methods to validate and triangulate observations” (Merriam and Tisdell, 2016, pp. 138-139). To ensure the procedures were sound, the questions went through two reviews. First, with an experienced writer of questionnaires/focus group questions to ensure the

questions would avoid bias and also to check against any questions that might be threatening to the teachers. Secondly, the questions were rephrased after discussion with the University supervisor who challenged the researcher to ensure there was utmost clarity, with only one theme being asked per question.

In case of failure of the video-recording equipment during the focus group meetings, copious notes were taken. This offered an initial insight using qualitative methods into whether teaching staff consider change as part of their job at present, or whether the status quo is their accepted norm at present. The focus group questions generated answers to Research Question 1 and enabled teachers in the focus groups to extend and elaborate answers they had indicated in the questionnaires. A statement was made at the commencement of the interviews explaining their purpose and asking for permission to digitally record the contents.

The completed conversational responses were all transcribed. The researcher was involved in typing up this task, and as Merriam and Tisdell (2016, p.132) note this “increases your familiarity with your data”. It improved the researcher’s understanding of the comments offered. To complete the analysis of the data, a coding system was generated. Gall, Gall and Borg (2007, p.467) suggest that “researchers need to develop a category label and definition for each type of phenomenon in the data base that is to be analysed. Also they need to consider whether a particular character can be analysed into sub-types”. The questions were only discussed with teachers on the day of the interviews and the topics discussed provided a strong response from all the participants. The questions remained the same for each interview. The interviewees were given ample opportunity to express their views, while the researcher ensured all questions were covered. The participants gave their personal opinions based on their experiences and positions in education. Thus, the two groups with senior teachers, not surprisingly, were more focused on strategic change, whereas the unpromoted teachers mostly chose to focus on operational concerns. The interviewees’ words were typed up in italics to separate them from the questioner’s comments. All interviewees were referred to by a letter to ensure continued anonymity, as described at the commencement of the process. The coding system involved “taking the data or pictures gathered during the data collection, segmenting

sentences (or paragraphs) or images into categories, and labelling those categories with a term, based on the actual language of the participant” (Tesch, 1990, pp. 142-9).

The information gathered from the questionnaire and the focus groups enabled the researcher to prepare well for the next section of the study which was to offer a professional dialogue session and discussion to broaden the teachers’ knowledge on whether there was need for change and what form transformation in Scotland’s schools and elsewhere would take.

3.4. Stage 2: Knowledge exchange and professional development – the need for transformation

The purpose of this stage of the study was to explain and discuss with teachers their views in relation to transformative education. This practical part of the case study was completed with both primary schools. School A had a roll of 230 and school B had a roll of 240. An intervention presentation was provided to all teachers participating in the study, demonstrating recent research on transformational change in learning and teaching. This intervention acted as a form of knowledge exchange and assisted teachers in understanding what innovative change was happening elsewhere in Scotland and internationally. It enabled teachers to consider their present understanding of the need for transformational change as well as providing professional development.

During this intervention, a short PowerPoint presentation was delivered, demonstrating recent research available and information on the present need for transformational change in learning. This intervention presentation included information gleaned from an extensive review of UK and international literature. The presentation ensured that any teachers not already familiar with other learning systems or transformational change would have the opportunity for knowledge exchange before considering adopting the new practices in their own classroom and school. Teachers would also be afforded the experience of weighing up the pros and cons of transformative change. The presentation included a focus on the work of Clive Dimmock on transformational change in Singapore. Dimmock and Goh (2011, p.13) adopt the stance that “real and meaningful change in

teaching and leadership practices can only be undertaken in the schools themselves”.

The fact that Singapore, like Scotland, is a small country, made the comments from the Dimmock and Goh (2011) paper very relevant to teachers. Further detail on the use of this paper can be seen in the literature review and in Chapter 4 discussion of the data analysis and main findings. This led to an extended discussion with all teachers to elicit their views before commencement of the approach. Teachers’ responses at this stage indicated that they had not been strongly involved with aspects of change and improvement, nor had they had time to study any research. The comments made by teachers about how little they had previously been involved in leading change enabled a clear and easy transition towards the next session, where they were briefed on the use of the Education Scotland “Transforming Learning” approach, with a view to them becoming active participants in an intervention change process thereafter (Education Scotland, 2018).

3.5. Stage 3: Implementing the intervention

A full demonstration on how to use the complete “Transforming Learning” approach was provided to all teachers by the researcher (Education Scotland, 2018). This included sharing the different stages of the approach to be taken as certain stages and practices are completed. The “Transforming Learning” approach sets out a series of steps to be undertaken to support teachers in their analysis of the school’s strengths, enabling them to identify ways in which they can transform their learning environment. It enables unpromoted teachers to lead an area of improvement identified by the team as necessary and that they have the passion and skills to take forward. Actions leading towards school transformation are agreed with managers and linked to the school’s improvement plan, however they are led entirely by unpromoted teachers with advice provided by senior school leaders only when this is sought. During a two-hour workshop session, teaching staff completed the following: a lengthy scoping and scanning analysis of their present learning environment; identification of which features of this environment need to be kept; and identification of what needs to be developed further and what practices may need to stop or change, given their lack

of research- or evidence-based support. Teachers also practised completing a risk analysis on the actions and practices they decided to take forward. After the completion of the scoping and scanning exercise, teachers agreed important actions to be taken forward (see Appendix 15). These were then shared with the entire group and reduced to three main actions to be considered by all teachers, each of whom could elect to work in a group they felt they could best support.

It was agreed that teachers would work together over a four-month period without supervision from senior managers, to consider and implement their chosen agreed actions and practices. This work was supported and monitored by the researcher through site visits provided on a regular basis. Teachers also agreed to evaluate the early work - as demonstrated in stage 4 - after three months to see if there was any early evidence of impact. Alternative measures of 'impact' were also defined and shared among teachers. Teachers agreed to log and describe the starting point for the action to be taken, and then comment on any impact that was measurable. For example, for one of the actions, photos were provided at the commencement of the intervention and again at the evaluation visit.

3.6. Stage 4: Evaluation and assessment of impact

Evaluation and assessment of early impact of the intervention was first completed through a second short questionnaire with 10 items linked to the main questionnaire and presented in a similar style, once more with a Likert scale ranging from strongly agree to strongly disagree (Appendix 8), chiefly asking about the success and impact from the intervention to date, that is, after an initial four-month period of implementation. The results from this short questionnaire are exemplified in Appendix 9. Secondly, teachers filled in an evaluation completion template (see Appendix 10 for an example of one school's completed response) giving their views on the success to date (as perceived by them) of the work completed and the next steps, if any, that would be taken. Teachers also agreed that this evaluation should be validated by an Associate Assessor Inspector, who would visit them to interrogate their evidence template and complete a validation inspection report (see Appendix 11). This meeting was also to be observed by a local authority staff member, who would provide additional evidence on the work completed to date (see Appendix 12).

3.7. Trustworthiness

To ensure the trustworthiness of the study, the researcher worked alongside the two headteachers and staff to constantly review and share information as it was gathered, “taking tentative interpretations/findings back to the people from whom they were derived, and asking if they were plausible” (Merriam and Tisdell, 2016, p.259). This auditing process is known as member checking. For example, the researcher shared the typed-up transcripts from the focus group meetings to ensure teachers agreed with their contents.

The researcher followed Lincoln and Guba’s (1985, p.290) four criteria of truth value, applicability, consistency and neutrality to provide rigour and ascertain whether the study is valid, reliable and completed with objectivity. The study had to be carried out in a way that was entirely credible and included ongoing and careful observation of emerging findings, prolonged engagement with both schools, triangulation of evidence gained through the use of, for example, the questionnaire and four focus groups, regular de-briefing with peer colleagues and consideration of a positive-negative case analysis. Applicability will be valid as a result of sufficient detail provided. This will enable a varied group of stakeholders within the education system to benefit from the study of the final evaluations and conclusions. The importance of consistency is recognised and as far as possible in the focus groups, all questions were delivered with the same time schedules and with the same wording. Each school followed the same timeline for the completion of the study. Lastly, the study had to be completed by the researcher while avoiding bias and any particular motivations or interests. The use of one-to-one questionnaires and the final validated report provided by each school, followed up by an independent review completed by a school inspector, was important to ensure a neutral analysis and write-up of all findings within the completed study (Lincoln and Guba, 1985, pp.290-301).

The researcher also shared every step of the processes to be completed with a highly experienced university supervisor who challenged and supported the study at every step of its development. This ensured, as described by Merriam and Tisdell (2016, p.259), that there were “discussions with colleagues regarding the process of study, the congruency of emerging findings with the raw data and

tentative interpretations”. The transcripts and results from the questionnaire were shared with teachers of both schools for an accuracy check. The format used for the transcription from the focus group conversations was a word template set up with a side panel to enable the addition of coding to show when the researcher or a respondent is speaking. No changes were requested by any of the respondents. A few queries were received on whether the project could be extended beyond what was agreed at the beginning of the work. The researcher repeated the conditions set at the beginning of the study and assured all practitioners that the timelines agreed would be adhered to. On subsequent visits to both schools, the transcripts were sent to enable teachers to decide if the comments transcribed were accurate and whether they would like any of their comments redacted. In addition, the findings were also shared with all teachers to ensure the write-up was accurate.

Trustworthiness was supported and informed by information documented by the researcher and teachers throughout the duration of the study. The wide variety of documentation gathered, such as minutes of meetings, scoping session plans and e-mails to and from the headteachers, enabled the writer to triangulate evidence as well as assist in providing order, rigour and assurance to the tasks to be completed (see Appendix 13).

3.8. Ethics

The project was granted ethical approval by the College of Social Sciences Ethics Committee at the University of Glasgow and by the City of Glasgow ethics group. All research work was completed independently. The criterion sampling for the two schools was done in co-operation with the Executive Director of Education Services from the education authority of the two schools. Both headteachers and their staff were agreeable to participation and all were informed in writing through the use of consent forms and information templates, which were part of the rigorous University of Glasgow ethics process (see Appendix 14).

The two primary schools selected used part of their annual working time agreement with their local education authority to participate in the intervention. In addition, all participant teachers were given more time by their senior

managers to complete the actions and practices agreed over the timescale discussed at the beginning of the study.

The two headteachers were initially contacted by phone to explain the purpose of the research and to organise the best way to approach the project within their school. They in turn were fully supportive of their teacher involvement and agreed to act as gatekeepers to participants in their individual schools. All teachers were made aware that participating in this research was voluntary. It was also made very clear to all teachers that what was agreed at the beginning of the study would be exactly what was completed and no more than that (see Appendix 3 with agreed timeline timings). In speaking to both headteachers before applying to work with their schools, they indicated their keenness to participate and to work alongside the researcher to ensure that the best use of time for the investigation was made available and that the work completed would support improvement for their schools.

3.9. Limitations of methodology

Completing a two-school case intervention approach enabled subsequent comparisons to be made which should increase the confidence in the reported results. However, it has to be recognised that the study of more than one case “dilutes the overall analysis” (Creswell, 2003, p.76). The methodology is limited by the selection of two schools from one authority and by the time limitation of four months. However, during the impact evaluation, the researcher also gathered additional information on how and whether the teachers consider there is value to date from the interventions and if so, how the school are planning to take the interventions forward after the evaluative visit. Whilst care has been taken not to generalise from this small sample of two case studies (after all, all school contexts are by definition unique), the researcher focusses on soliciting the views of around 35 Scottish teachers and their responses to the implementation of a new approach to supporting school transformation.

3.10. Chapter summary of methodology used

This chapter has described the research design and methodology. Given that the main aim of the project was to trial an intervention geared to enabling schools to

transform their core technology of teaching and learning, a case study approach was adopted as the most suitable method. A mixed method design was adopted, using mainly qualitative data, supplemented with questionnaires. A research plan discussed with all participants, which set out the timeline for the entire project from start to completion and included four stages (see Appendix 3). These were:

- Stage 1, which included the use of questionnaires, four focus groups and the actions, practices and responses of teachers as part of their use of the new Education Scotland “Transforming Learning” approach;
- Stage 2, which included knowledge exchange, professional development and a discussion with teachers led by the researcher on the need or not to transform learning;
- Stage 3, which included a demonstration of how to use the Education Scotland “Transforming Learning” approach and teachers’ implementation of transformational actions using the approach, and finally;
- Stage 4 was completed through the completion of a further short questionnaire to gather the views of teachers at the completion of the study. In addition, a validated self-evaluation paper was provided by the teachers to demonstrate their sense of impact of the intervention. This was followed up by an Associated Assessor Inspector, the researcher and an observer from the education authority validating and confirming the validity of the schools’ comments.

At all stages, ethical guidelines and principles were followed to ensure trustworthiness. The key principle of the overall design was to provide four logical, sequenced and connected stages of the study, where each stage was a necessary pre-cursor to the subsequent stage and the final stage demonstrated the impact (or lack thereof) from the use of the “Transforming Learning” approach. Chapter 4 sets out the resulting data analysis. This includes responses from the questionnaires, focus group comments and findings from this linked to Research Question 1 on teachers’ perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers.

Chapter 4 Data Analysis, main findings and interpretation of results

4.1. Introduction

The purpose of Chapter 4 is to analyse, interpret and discuss data from the four key stages of the study as described in Chapter 3.1.4. and listed in Table 10 below.

THE FOUR STAGES OF THE STUDY	METHOD OF DATA COLLECTION
Stage one: The pre-intervention study where the researcher completed background work and elicited teachers' views at the commencement of the study.	Questionnaire Four focus groups
Stage two: Knowledge exchange between the researcher and teachers to enhance their understanding of transformational change thinking in Scotland and elsewhere.	Presentation including open discussion and comment
Stage three: The management, implementation and completion of the intervention.	Scoping and scanning analysis completed by all teachers Actions for change chosen and implemented.
Stage four: Evaluation of impact from the outcomes overtaken.	Short ten-item questionnaire Validated self-evaluation report completed by all teachers Inspection report Local authority adviser report

Table 10: The four stages of the study

The account within this chapter also relates to all three research questions and the sub-questions already mentioned in Chapter 1.4. and listed below.

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?

RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?

A number of propositions derived from the completion of the different instruments completed. These are referred to during the chapter and recapped in the final summary.

Table 11 shows the three research questions with the corresponding instruments used to generate responses before and during the study. Data analysis in this chapter emanates from completion of steps 1 to 7 as set out below. Early in the study, a few teachers in each school, aware of the limitations of their contracted time, indicated concern that the workload from the study would exceed the agreement. As a result, the steps set out in the ethics form agreements were reiterated at each meeting, with assurance given that no additional work would be involved.

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?	
Name of Instrument	Purpose of instrument
1. 40-item digital questionnaire (see Appendix 4)	To generate staff views of teachers and establish similarities and differences in their thinking prior to commencing the study
2. Focus group meetings with the same six questions and sub-questions asked in each (see Appendix 5)	To deepen the information gained from the questionnaire by enabling staff to provide a more detailed response than that available in the questionnaire
RQ2. What are teachers' perspectives of Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?	
3. Implementing the intervention and the results from this.	Staff completed their opinions on what needs to be developed further in their school and what practices need to stop or be changed.
4. Use of the "Transforming Learning" scoping and scanning approach.	
5. The selection of chosen agreed actions and teachers' comments on what they would take forward.	This part of the study enabled unpromoted teachers to implement actions they had chosen with the agreement that early evaluation of any early impact would be measured.
RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?	
6. Validated self-evaluation report produced by staff at the end of the study period.	This report enables staff to comment and show evidence of any early impact from their chosen actions taken forward by each group during the practical part of the study.

7. Final short questionnaire of 10 items.	To ascertain the views of staff at the end of the study.
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Table 11: The three research questions with the corresponding instruments used to generate responses before and during the study

4.2. Context of both schools

School A

School A is an inner-city school and has a relatively new headteacher, depute headteacher, two principal teachers, unpromoted teaching staff for each class and the addition of support staff. The school was selected as it had recently undergone a full upgrade of its facilities. School A has around 240 pupils and 12 classes. The school enjoys a strong annual enrolment of new pupils in primary 1 and can demonstrate an improving picture over time in both literacy and numeracy. School A has a significant number of children who live in the Scottish Indicators of Multiple Deprivation (SIMD) Levels 1 to 3.

School B

School B is an inner-city school and has a headteacher, depute headteacher, one principal teacher, unpromoted teaching staff for each class and the addition of support staff. The school was also selected as it had recently undergone a full upgrade of its facilities. School B has around 240 pupils and 11 classes. This school, like School A, enjoys a strong annual enrolment of new pupils in primary 1 and can demonstrate an improving picture over time in both literacy and numeracy. School B also has a significant number of children who live in the Scottish Indicators of Multiple Deprivation (SIMD) Levels 1 to 3.

The following guidelines set by the Scottish Government apply in both schools: P1 has a maximum of 25 children, P2 and P3 have a maximum of 30 children, P4 to P7 have a maximum of 33 children and all composite classes have a maximum of 25 children.

All teachers have a working week of 35 hours and have an agreed 22.5 hours devoted to class contact except for those teachers on the National Teacher Induction Scheme. In addition to the working time arrangements set out above,

all teachers have a contractual requirement to undertake a maximum of 35 hours of Continuing Professional Development (CPD) per annum. It was agreed by the local authority, the headteacher and teachers that this time would be used to complete this study. In addition, both headteachers provided a little additional time for teachers who wished to develop their actions further. It should also be noted that a number of teachers made the decision to use their own time to continue the development work they chose to undertake. In general, unpromoted teachers worked between their heavy teaching commitments, managing assessment, reporting, developing courses and linking in to various meetings and development programmes.

Table 12 displays the responses from teachers showing their length of practitioner/teacher experience.

Answer options	Response percentage	Response count
Between 0 and 10 years	34%	12
Between 11 and 25 years	46%	16
Over 25 years	20%	7

Table 12: Teaching experience of those participating in the study

4.3. Research findings and interpretations related to Research Question 1

What are teachers' perspectives of the need to transform Scottish primary schools through enhancing the leadership of all teachers and, in particular, unpromoted teachers?

There were two sets of data gathered during the completion of Stage 1 of the study linked to Research Question 1 (as referred to in sections 3.2.1 and 3.2.2). The qualitative data aimed to provide teachers' perspectives on the need to transform their primary school at the commencement of the study through the use of a questionnaire and four focus group interviews.

4.3.1. The data from the questionnaire

A 40-item questionnaire was completed by all participants in the study to get an overview of teachers' positioning on the theme of transformational change. After analysis of the questionnaire, evidence showing differing views of unpromoted teachers from those in promoted positions is commented on below. Teachers

described their views using a Likert scale below. Table 13 displays the choice of teacher response options within the questionnaire.

Please read each statement and tick the answer that best describes your views of the implementation of Curriculum for Excellence at present in your school						
Answer options	Strongly agree	Agree	Disagree	Strongly disagree	Unsure/NA	Response count

Table 13: Response options for the questionnaire

4.3.2. Context and starting point for the questionnaire

The questionnaire aimed to establish teachers' views on the need for transformational actions, ascertain whether teachers are content with the pace of change in learning and teaching at present, and gather their views on implementation of Curriculum for Excellence and whether they perceive difficult challenges as they implement the new Scottish curriculum. I also consider whether the results confirm that the use of Education Scotland's new "Transforming Learning" approach enhances the pace of change in education by empowering practitioners to adopt innovative learning and teaching practices for the 21st century.

The data gathered from both schools was very similar, so I have elected to combine them. In total, there were 35 participants across the two schools with all teachers completing a return. Overall, 34% (12) of teachers who responded have between 0- and 10-years' experience, 46% (16) have between 11- and 25-years' experience, and 20% (7) of teachers have over 25 years' experience. Those completing the questionnaire included both headteachers, both depute headteachers, three principal teachers, 22 classroom teachers, one support assistant and five others including a clerical assistant, two early years practitioners, one probationer teacher and one English as an additional language teacher.

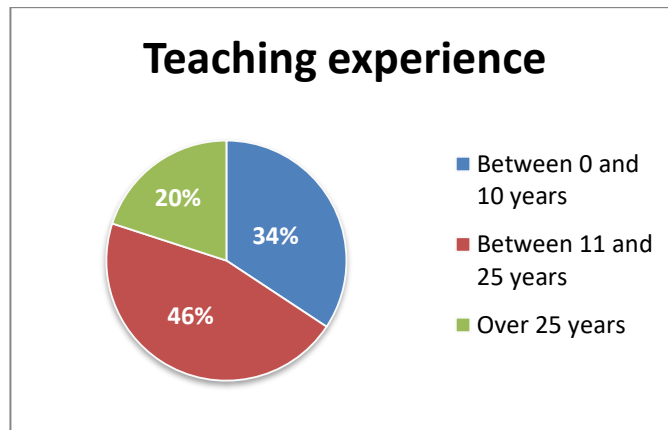


Figure 1 Combined teaching experience of the participants in study

The questionnaire was grouped around five themes, differentiated in the survey according to colour to provide a clear visual structure to be considered. These were:

- **Teacher views on the implementation of Curriculum for Excellence at present in their school (Questions (Q.) 1 to 11)**
- **Teacher views of their teaching role at present (Q. 12 to 25).**
- **Possible challenges for teachers and promoted teacher in their school at present (Q. 26 to 29).**
- **Past and present involvement and experience in Leadership (Q. 30 to 34).**
- **Past and present involvement in transformational change (Q. 35 to 40).**

4.3.3. Key findings in each section from those completing the questionnaire

Teacher views on the implementation of Curriculum for Excellence at present in their school (Q. 1 to 11)

- 77% (total 27) of teachers do not believe they have adequate preparation time to put in place new Curriculum for Excellence courses e.g., skills for work (Q4).
- Only 20% (7) believe they need to be more involved in school leadership to enable further implementation of Curriculum for Excellence (Q8).
- 57% (20) teachers agree or strongly agree that they need to adopt more innovative teaching methods (Q5).

- 69% (24) of the teachers do not agree that all children in their school are well-prepared at present with the workplace skills and competencies to achieve a positive future after school (Q9).

Referring to the percentages listed above within these first eleven questions, it may be plausible to suggest Proposition 1 as follows:

Proposition 1: Teachers do not feel they have had adequate preparation to fully adopt Curriculum for Excellence.

Teachers' views of their teaching role at present (Q. 12 to 25)

- 34% (12) of teachers do not believe they have regular leadership opportunities to help develop their school curriculum (Q12).
- 57% (20) of teachers disagree or strongly disagree that their workload enables them to be involved in transformational change (Q13).
- Only around 50% of the teachers (17) are confident about their ability to lead change (Q14).
- Only 57% (20) of teachers surveyed place strong emphasis on digital competencies as part of their responsibilities for learning and teaching. However, 77% (27) of teachers' responses indicate they still believe they are creative teachers (Q24).
- The responses to teachers' views of their teaching role at present were again less than positive overall. For example, more than half of the teachers (20) consider their workload too heavy to enable them to consider transforming learning. Only a majority of teachers (20) believe that they place strong emphasis on digital learning, though they consider they are already creative teachers.

Possible challenges for teachers and promoted teachers in their school at the moment (Q. 26 to 29)

- 83% (29) of those responding believe the amount of paperwork they need to complete prevents them from investing enough time in improving their teaching (Q27).

- 77% (27) of teachers believe the amount of time spent on curriculum planning should be reduced so they can invest more time on teaching and learning (Q28).
- 46% (16) of the respondents believe that reading new policy documentation prevents them focussing enough time on teaching and learning (Q29).
- 80% (28) of respondents believe that leadership and management of change should not be exclusively the responsibility of senior leaders. 100% of senior leaders agree with this statement (Q32).
- Only 62% (22) surveyed say that presently in their school, leadership and change are mainly led by senior managers (Q33). Senior managers offered a mixed response to this question with almost 50% (4 out of 7) agreeing or disagreeing.

From the set of responses to questions 26 to 29 it is plausible to suggest Proposition 2:

Proposition 2: Most teachers surveyed feel lack of time is a substantial block to opportunities to improve teaching and learning.

- More positively, 80% (28) of teachers believe that leadership and management of change is not the exclusive responsibility of senior leaders. The mixed responses from senior teachers suggest that half of the senior teachers consider they are presently responsible for almost all the leadership of change in their school.

Past and present involvement and experience in Leadership (Q. 30 to 34)

- 65% (23) believe that unpromoted teachers should play a bigger leadership role in influencing change in learning (Q.35). 100% of senior managers agreed or strongly agreed with this statement.
- 80% (28) of teachers surveyed say they disagree or strongly disagree that they feel knowledgeable about transformational change methodologies (Q37).

- 50% (17) of teachers surveyed say they have had the opportunity to study innovative learning environments (Q.38). Most senior managers agree with this statement (six out of seven managers).

From the above responses, it is possible to suggest Proposition 3

Proposition 3: Most teachers have not spent much time considering new transformational change ideas and, as a result, are at the early stages of practising leadership of change using the latest learning and teaching methodology.

4.3.4. Additional comments from the questionnaire

The following additional comments were offered by respondents:

- Teachers feel they have a number of skills that they could share with other colleagues.
- Discipline in schools is becoming an issue because of a new inclusion policy.
- Class sizes need to be smaller.
- Lack of funding prevents transformation.
- Concern about increasing workload.
- Lack of ICT to keep up with changing technology.

4.3.5. Data analysis, main findings and overall conclusions from the questionnaire prior to the main study

Overall conclusions from the questionnaire suggest Proposition 4:

Proposition 4: That most teachers participating in the study do not feel knowledgeable about transformational change, though almost all teachers think it is necessary.

Two-thirds of the teachers agree or strongly agree that there is much more work to do before Curriculum for Excellence is implemented in full. Half of the teachers do not believe that the school experiences and activities at present meet learners'

needs to prepare them for their future lives. Further information is seen in the focus group responses. One reason may be linked to teachers' responses where two-thirds of the teachers feel they need to adopt more innovative teaching methods and a third of the teachers responded that they do not yet make research a regular part of their ongoing career-long personal learning. Overall, responses on practitioner views of their teaching role at present show that a third of teachers polled do not believe they have regular opportunities to develop their school curriculum. Two-thirds of teachers feel their workload does not enable them to be involved in transformational change and one third are not confident in their ability to lead change. This contrasts strongly with most teachers agreeing or agreeing strongly that they are "a creative and innovative teacher". Teachers agree or strongly agree that they have teacher colleagues with whom they share ideas. Overall, responses to the possible present challenges for teachers included almost half the teachers not agreeing with the statement that they are developing skills in the latest digital technology to apply this in their learning and teaching.

Despite the aim of government policy stated in Chapter 2 - namely, supporting teachers by reducing bureaucracy - teachers comment that paperwork and curriculum planning is still a major issue, with almost all teachers responding that excessive paperwork prevents them from investing enough time in improving teaching and learning. These responses may support Proposition 5:

Proposition 5: Teachers are still feeling swamped by bureaucracy, despite two Scottish Government reports supporting improvement in this area.

Around half of the teachers responded that reading new documentation prevents them from focussing on teaching and learning.

Responses to leadership questions were mainly positive. Two-thirds of teachers responded that they were well informed about the importance of leadership and that leadership should not be the exclusive responsibility of senior leaders. However, a third of teachers disagree that most children in their school have opportunities to learn leadership skills. Finally, teachers' responses on past and present involvement in transformational change showed that most teachers agreed that unpromoted teachers should play a bigger leadership role in

influencing changes in learning and that transformational change is necessary, although most responded that they do not feel knowledgeable about transformational change.

4.3.6. Key points from the questionnaire data analysis

A series of key points arise from the analysis of the questionnaire data:

- Two-thirds of the teachers agree or strongly agree that there is much more to do before Curriculum for Excellence is implemented in full. In going forward with this research, there will need to be awareness that teachers may have other strong pressures affecting their ability to commit to any further school developments.
- As a third of the teachers responded that they do not yet make research a regular part of their ongoing career-long personal learning, encouragement to make research a part of their learning is important, including demonstrating the successes to date in transformational change demonstrated by other local primary schools. Ensuring teachers know about and begin to use the Education Scotland HUB will support their improvement in research.
- Teachers agree or strongly agree that they have teacher colleagues with whom they already share ideas. This will be encouraged to grow further during the study. Two thirds of teachers feel their workload does not enable them to be involved in transformational change and a third are not confident in their ability to lead change. This strong negative response indicates that the writer will show great care in taking forward the research, ensuring that teachers are at no time over-burdened by the study and indeed, that it takes place entirely in time negotiated through the normal union agreements for teachers' development work. This was all agreed before the start of the study with the local head of service and the headteachers in each school.
- Teachers have responded that they are not yet developing skills in the use of the latest digital technology. It would be worth reminding them of their responses when they are considering which practices are most important for teachers to adopt as agreed actions during the pilot study.

- Most teachers responded that they do not have adequate preparation time to put in place new Curriculum for Excellence courses. Care will need to be taken to ensure that the study does not impact negatively on teachers' welfare and on their time to complete other day-to-day tasks.
- In addition, two thirds of the teachers responded that they do not need to be involved in school leadership to enable further implementation of Curriculum for Excellence. There may therefore be a group of teachers, who although they have been given time and permission by both their local authority leaders and their headteacher, may have a limited interest in completing any new change actions through adopting teacher leadership responsibilities.

4.4. Interpretation of research findings above related to Research Question 1

RQ1: What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and, in particular, unpromoted teachers?

Stage 1: The study commenced with a practical session delivered by the researcher. During this session, teachers commented that their own knowledge of transformational change in learning was limited as a result of daily pressures when starting to implement Curriculum for Excellence. 57% (20) teachers in both schools commented that with all these extra pressures they felt strongly that they had enough to do and did not feel they had any additional time to undertake other educational considerations. These early comments suggest that teachers participating in this study are not yet aware of the large body of knowledge referred to earlier by Wenner and Campbell (2017, p.146) on the importance of teacher leaders to provide improvement and change for the whole school organisation. These negative findings at the start of the study also support Chrispeels' (1997, p.34) findings that policy implementation can be affected by leaders feeling overwhelmed by the implementation of prior policy initiatives. Their comments also demonstrate the key characteristics of "layer upon layer" approach which Chrispeels (1997) cites as a common factor with the commencement of any new curriculum. Despite the *Tackling Bureaucracy* report (2013) and a further update report being completed by the Scottish Government

(2013, p.7), teachers felt that they were still under continuing pressure. These pressures resulted in a few teachers from each school, at the start of the study, displaying overly negative responses to the suggestion of any additional work linked to changes in learning. It may also have led to the final agreed actions being limited in their depth and penetration.

In answering Research Question 1, some teachers' initial comments suggest that their perspectives on the need to transform primary schools through enhancing their leadership is coloured by their present work pressures. As a result, these teachers chose to offer small innovative developments, rather than adopting the beginnings of fully-considered holistic change, including consideration of learning, teaching and pedagogy. In addition, all of the actions were completed within the present annual working time agreement for teachers. One interpretation of the difficulties facing teachers in Scotland is the identifying factors mentioned earlier (Wenner and Campbell, 2017), including that teachers are often on minimum preparation and study time with administration pressures. It is hardly surprising then to find the actions they completed were limited. (Wenner and Campbell, 2017, p. 153). This pressured mindset is reflected in Waite's (2013, p.7) observation that, "Thinking is hard. It takes hard work". Without awarding teachers more time for preparation, it is hard to see how teachers will be able to adopt anything other than piecemeal change. Teachers' negative comments at the beginning of the study about their workplace pressures and lack of time, are further recognition of the Scottish Government's own prognosis that the implementation of equity and excellence in Scottish education requires empowered teachers "who have space and time to deliver" (Scottish Government 2016, p.1). Teachers' comments suggest this has not yet happened. While the researcher agrees with Torrance, Notman and Murphy (2016, pp.42-3) that teacher leadership can liberate teacher professional creativity, this can surely only happen with a much clearer conceptualisation of teacher leadership and its purposes.

4.4.1. The interpretation and discussion emanating from the questionnaire on teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers

Questionnaire responses from 66% (23) teachers indicate that they do not believe they have adequate preparation time to put in place new Curriculum for

Excellence courses, supporting the views already expressed in the initial workshop. These comments correlate well with Donaldson's view already stated in Chapter 2 about teachers "not having sufficient understanding or sufficient time to generate appropriately challenging and relevant content" (Donaldson, 2014, p.185). Despite these comments, 66% (23) of the teachers participating in the study believe they are creative teachers. This finding suggests that those teachers with more negative views on the need to transform learning and teaching might be encouraged to vary their negative views with better time to prepare and study.

Most teachers responding to the questionnaire believe paperwork prevents them investing enough time in improving teaching and just under half the teachers believe that reading new policy documentation prevents them focussing on teaching and learning. This finding appears to suggest that, despite the Scottish Government reporting that "progress has been made" (Scottish Government, 2015, p.2) in dealing with bureaucratic behaviours in schools, teachers' responses here concur with Scottish Government (2015, p.2) comments that "more needs to be done".

Of those responding, 65% (23) believe that unpromoted teachers should play a bigger leadership role. This is echoed by 100% (6) of teachers in promoted positions in the school. There is a strong thread appearing that teachers want and recognise that they should be playing a stronger part in developing their teacher leadership skills but, as a result of lack of time and too much paperwork, they feel overwhelmed with work and thus unable to do so. This evidence provides support to Hargreaves and Shirley (2012, p.53) thinking, quoted in Chapter 2, "that people are acting in good faith but need assistance and support to be more effective".

The fact that most teachers surveyed - 80% (28) - did not feel they were knowledgeable about transformational change methodology indicates that teachers are only at the early stages of taking forward the leadership of change. The final actions decided on by each school group confirm this view. Results from teachers before they commenced their actions seem to support Harris and Jones' comments that Scotland may be one of the education systems which are "relentlessly increasing the external pressure on professionals in the vain hope of securing better outcomes" (2016, p.3).

Clearly, this study indicates that teachers want to be involved in transformational change actions and they see the need for change. More clever use of timetabling by senior leaders is needed for teachers at every level or very little transformational change will be possible.

In Chapter 2, it was noted that the OECD (2015, p.138) stated that “many of the Scottish educators we talked to are passionately committed to CfE”. What we cannot ascertain from the above OECD statement is the percentage of Scottish teachers who concurred with these views and whether these were respondents and policy makers with vested interests in the new curriculum. From the negative responses received by 37% (13) of teachers from both schools at the start of the study, it might be proffered that teachers in these two primary schools are not yet able to be passionately committed to Curriculum for Excellence.

Additional comments offered at the end of the questionnaire reveal that teachers still have a real concern about workload. Both sets of teachers feel strongly that there is lack of appropriate digital technology available to support fast-paced change. Teachers’ comments that they do not yet make research a regular part of their on-going career-long personal learning is worth exploring. There may also be teachers who did not carry out many research activities when they completed their degree and therefore do not have a research-driven philosophy as part of their career-long professional learning.

More positively, teachers commented above on the importance of leadership. They believe leadership is not exclusively the responsibility of senior leaders - though at least 50% (18) in each school are not yet leaders. It may be that, if teachers were given more time and support, they would become much more positive in their willingness to lead transformational change actions in order to improve teaching and learning and provide learners with the skills and attributes necessary in preparation for life beyond school. Again, more positively, findings established that senior leaders believe that “finding additional time for teachers is an important part of their job”. These comments support an interpretation that encouraging and motivating teachers more can pay big dividends for Scotland’s learners. Evidence from senior leaders in both case schools shows that they believe they have a talented workforce, though more is needed to encourage

teachers to adopt their ideas. There is a suggestion here that further work is also needed by senior leaders to ensure teachers understand it is an important part of a teacher's job to adopt teacher leadership and not necessarily something that should merely be encouraged. At the beginning of the study, senior leaders and unpromoted teachers demonstrated their eagerness to participate in the study, but the negative evidence on the high-level work pressures expressed by 80% (28) of teachers in the opening questionnaire provided potential tensions for the researcher as the project moved into the practical part of the study.

Evidence from the questionnaire showed that both primary schools expressed the same negative results, although they are in different areas of the same city, with varying numbers of children living in Scotland's most deprived areas (School A has between 50% and 55% of children in the lowest 20% of learners and School B has 60% to 65% of children in the lowest 20% of pupils living in Scotland's most deprived areas based on the SIMD Quintiles as of September 2016). We can only interpret this as teachers felt that their workload at present prevents them from taking forward transformational change actions despite their senior leaders encouraging them to do so. The Scottish Government intent to achieve more for Scottish children corresponds strongly with Harris and Jones's (2016, p.xiii) comment that "pressure to change, transform and improve educational systems has never been so acute or so highly prized". In Chapter 2 it was also noted that "improving the life chances of our children and young people is the defining mission of this Government" (Scottish Government, 2017, p.21). The same document also comments that "this Government was elected to deliver a range of reforms to help us transform education in Scotland to ensure it delivers excellence and equity for all" (Scottish Government, 2017, p.21). Evidence from the questionnaire shows that teachers and headteachers do not have the conditions in place at this stage to deliver change at the pace needed to support the level of improvement required.

4.5. Data analysis and main findings from the four focus group interviews

To support answers to Research Question 1 on teachers' perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers, four focus groups were

interviewed by the researcher, with the same questions (see Appendix 5) asked in each interview. Additional sub-questions were used to help prompt quality discussion and comment. Each school provided six unpromoted teachers who volunteered to participate in a sample focus group (two focus groups in total). Each school also agreed for their senior managers, i.e. the headteacher, depute headteachers and any principal teachers to participate in a focus group (two focus groups in total). By interviewing these four focus groups, the researcher gained further insight on teachers' views. This was done anonymously and no teachers' names were used to minimise the possibility of revealing the identity of the interviewees.

To commence the data collecting process, the researcher met with the two headteachers. This ensured there was clarity on the procedures and a time limitation on the interviews. Each group agreed to meet for around 30 minutes when six questions would be read out and teachers were offered time to reply to each question. Sub-questions would be asked if there was any need to improve the flow of conversation. All participating teachers agreed to the conversations being digitally recorded and it was explained that they would view the transcriptions before they were used and that anything they were uncomfortable with would be removed before the final write-up occurred. In addition, the researcher took copious notes throughout the conversations and shared the main themes noted from each conversation at the end of the meeting. Examples of these comments are listed in Appendix 6. All teachers participating viewed the transcriptions and additional notes taken by the researcher at the next workshop meeting and no deletions were requested at that stage. The interviews conducted were all semi-structured and the natural rhythm of the conversations was allowed to flow with the researcher mainly in listening mode and only interjecting where the conversation moved away significantly from the original question. Appendix 5 demonstrates how the interview questions map into research question 1, an example of which is shown in Table 14 below:

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

1. What is your view of the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers? *(Is everything that needs to be done being done? What else is possible in the system at present?)*

2. Some people say that leadership should be reserved for those paid in promoted positions. How do you feel about taking more leadership responsibilities to implement change actions in your school? *(What skills will you need to develop to be able to do this well?)*

Table 14: How the interview questions map onto Research Question 1

4.5.1. Teachers' perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers

The initial strong and repeated themes noted from each conversation and agreed by teachers at the subsequent training session are summarized as follows:

School A: Unpromoted teachers general comments providing the following themes:

Teachers' comments indicate that learning would be improved with better support and if classes were smaller. A few teachers commented that "leadership is something teachers should do only if they want to". This is an early indication that these teachers do not yet understand the difference between senior leadership and teacher leadership. In addition, they describe how children's learning is being affected by the increased inclusion of children with additional needs and that behaviour is getting worse. They expressed that digital learning needs to be better.

- Leadership should be voluntary rather than being an integral part of the job.
- Behavioural difficulties are affecting learning more than previously.

These comments offer additional support to Proposition 1 - that teachers do not feel qualified to take forward Curriculum for Excellence. They also add weight to Proposition 2 - that most teachers surveyed feel that lack of time is a substantial issue.

School B: Unpromoted teachers' general comments:

In School B, teachers felt there was too much in the curriculum. Despite this, they evaluate teachers as good although they are swamped with work. Like School A, they commented that increased inclusion is an issue and behaviour is getting

worse. Teachers comment that they need more training, better funding and better access to digital learning resources.

- More resources, better technology and better budgeting are required to take digital learning forward.
- The technology needs improved especially when compared with other schools.

In common with School A, the above comments also support Proposition 1 - that teachers feel unprepared - and Proposition 2 - that they are swamped with work without adequate time to complete tasks well.

From these initial comments made at the focus group meetings, a number of common themes emerged. The analysis of the two separate schools' unpromoted teachers' responses revealed a number of common characteristics:

- They were worried about the impact on their own work from the recent increase in learners with additional needs
- Behavioural difficulties in class are getting worse.
- On occasion, unpromoted teachers feel there is a lot of change to cope with.
- There is not enough time within the school timetable to take on more responsibilities.
- There is a strong need for better ICT available to enhance learning and teaching.

Proposition 6 emerged from the final comment above:

Proposition 6: There is a strong need to improve the quality of digital learning and technology to best support transformational change in learning.

4.5.2. Analysis of promoted teachers' comments

The headteachers in both establishments had less than two years' experience in their schools at the commencement of the study. Both management figures

commented on the changing clientele, with more children with additional needs attending the two schools.

After analysis of the promoted teachers' comments, the initial strong themes were noted from each conversation. These were also repeated by the headteacher, deputies and principal teachers in each school at workshop meeting conversations.

School A: Promoted teachers' general comments

Senior leaders commented that, if any teacher has a particular strength or interest and they have the motivation, then they will be encouraged to put their ideas in place. Like the unpromoted teachers, they feel that teachers do not have enough time or the capacity to complete everything that needs to be developed.

The leadership team believe that finding additional time for teachers is an important part of their job. They also recognise that their unpromoted teacher colleagues are worried and concerned about workload. More positively, they commented that most teachers have embraced Curriculum for Excellence and are committed to school improvement, many working well beyond their contracted time. Strong themes reiterated by these senior leaders are that there are added pressures for teachers because of the increased percentage of children with additional needs. Again, the theme of lack of good quality and enough digital resources was repeated.

Promoted teachers in School A offer comments that further support Proposition 2, indicating again a lack of time to complete tasks leading to school improvement. Promoted teachers in School A also agree that lack of digital resources is a problem, again supporting Proposition 6 that there is a strong need to improve digital learning.

School B: Promoted teachers' general comments:

Senior leaders do not believe there is strong, consistent leadership from everyone across the school, although they believe that teachers in this school are now on a leadership journey. They comment that, although teachers have opportunities for leadership, not everyone takes up the opportunity. This may be, as already

expressed by unpromoted teachers, that they are overwhelmed with work or that they do not understand that teacher leadership is not a choice but an integral part of any teacher's job. Like unpromoted teachers, senior leaders also comment negatively about bureaucracy, saying that it can be challenging for teachers. Not everything the promoted leaders would like to see done is being done. Not everyone is empowered but they now no longer experience a fear culture and the new philosophy created by the new headteacher allows for an improved learning environment. Senior leaders believe they have a talented workforce, although further work is needed to encourage teachers to take forward their ideas. Senior leaders understand that teacher leadership is important to them, but they have not yet got teachers to move away from the culture of "feeling they need to check with the managers before doing something innovative" (senior leader comment). They also believe that pupil leadership could be stronger. Senior leaders comment that issues have appeared as a result of the working time agreement. The group did not believe there was an increasing workload, but felt they need reduced bureaucracy and less paperwork. Senior leaders believe they are an approachable management team and teachers are supportive of each other when issues arise for them. Like the unpromoted teachers, they believe that "meeting the needs of every learner in the classroom is challenging", and teachers are suffering "because of lack of resources" (Headteacher 1) and increased time spent on behaviour management. They acknowledge that they have more to do to deliver Curriculum for Excellence, including enabling teachers to visit other learning environments and ensuring that teachers move beyond asking for a framework or a ready-made scheme for learning. Social media is putting added pressure onto teachers as parents hear about high-quality learning happening elsewhere. They assert that "research done is often in personal time at weekends" (Head teacher 2). Senior leaders believe there is capacity for improvement but consistency is not yet in place. They have reflected on what the school could look like if it was an excellent school. As a result, teachers are now starting to reflect on how to change the curriculum to make it more innovative, including learning lessons from the secondary sector. This could include seeing if children are inspired by having more choice in selecting the subjects they study. Senior leaders in School B were very vocal about what needs to be in place to support improvement. Their comments support in particular Proposition 2 - that there isn't enough time to consider what could improve teaching and learning.

Common characteristics from both schools' senior leader comments:

- Both schools have teachers who feel swamped by work pressures.
- Both groups of senior leaders feel that digital resources need to be better to support learners.
- There is not enough time to do everything that needs to be done.

Again, senior leaders in both schools support Proposition 6 - that digital resources including computers and tablet computers need to be available and used better than at present.

4.5.3. Overall findings from teachers' comments in the four focus groups:

The responses to the focus group questions demonstrate the following findings to answer the original Research Question 1 and its sub-themes. Findings from unpromoted teachers in both schools provided answers that were very similar. This is despite these two primary schools being in different areas of the same city. Their comments verified the responses in the questionnaires and provided detail as to why there were negative responses to the questionnaires. In terms of teachers' perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular all unpromoted teachers, in both schools findings suggest overall that learning could be better, that teachers are "swamped" with work, and planning can be stressful. These comments support Proposition 2 that lack of time is a substantial issue. The findings from promoted teachers' views overall in both schools show they believe that leadership needs to be stronger with more distributive leadership needing to happen across their schools. All teachers in both schools were keen to comment that teaching was getting harder as there are more children with additional needs than both schools previously had. Two teachers (33%) from one school's focus group of six unpromoted teachers commented that they do not feel qualified enough to be a leader. They also commented that leadership should not be compulsory. This demonstrates a lack of understanding of the nature of teacher leadership within the modern teaching workforce.

Findings demonstrate that unpromoted teachers in both schools feel they have little time presently to consider creating innovative learning environments. This supports Proposition 3 - that teachers have not spent much time considering transformational change ideas in learning and teaching. They commented that there is no time within their working hours to concentrate on the use of research to support learning and teaching. Unpromoted and promoted teachers in both schools comment that they are finding it difficult to make changes as a result of particular pressures they are under at present. Both sets of teachers agree that bureaucracy remains a key issue. These comments further support Proposition 5 - that teachers are still feeling swamped by bureaucracy.

In responding to the question of whether teachers feel there is a need for transforming learning and teaching in Scotland's schools at all and whether the best learning system is offered at present, both unpromoted and promoted teachers commented overall that they needed better teacher training in order to change the way they work at present. They also thought that smaller class sizes with better use of digital learning would enable learners to achieve more. These comments support Proposition 6 - that digital learning as a tool to inspire new methods of teaching and learning needs to be better.

Findings on whether teachers consider that Curriculum for Excellence achieves all its potential presently, without transformational change actions, showed that unpromoted and promoted teachers in both schools are always concerned about workload, which is affecting how much they feel they can be involved in development work. They are still "getting to grips" with all the present piecemeal changes in place.

Findings from exploring what teachers themselves perceive as innovative learning environments at present and whether they have ever participated in any meaningful transformational change previously showed that overall, unpromoted teachers in both schools participating in the focus groups felt their participation had been very limited, thus supporting Proposition 3. Their view was that this was as a result of lack of funding available and lack of time provided as part of their working time.

Although these two primary schools have teachers in different areas of a large city, most of their answers to the six questions were noticeably similar as reflected in the comments and analysis above.

4.5.4. The interpretation and discussion emanating from the focus groups on teachers' perspectives of the need to transform Scottish primary schools through enhancing teacher leadership

A key finding from the focus group results is that teachers feel swamped with work. They need better funding and better digital resources. Both schools' teachers expressed that there is a lot of change in the system to cope with presently, especially for unpromoted teachers. This evidence suggests that Scotland, as highlighted in Chapter 2, is one of the systems that to date is, "relentlessly increasing the external pressure on professionals in the vain hope of securing better outcomes" (Harris and Jones, 2017, p.3.). These strong feelings evidence further potency to Priestley and Humes' (2013, p.30) point that Curriculum for Excellence "was under-conceptualised: that it lacked a strong theoretical basis that had been strongly thought through and grounded in existing research on curriculum and curriculum change".

Going forward therefore, there needs to be the development of consistently strong pedagogical skills by all teachers as well as the requirement to use research better to gain a full understanding of what is possible within the highest performing education systems today. Teachers in both case schools saw their heavy workload correlating with strong negative responses in the recent EIS Union (2017, p. 9) survey. This questioned teachers on their workload and the extensive documentation that teachers have been expected to read and adopt since 2012 as shown in Appendix 2 and noted in Chapter 2.3.7. An additional worry expressed was the fact that both sets of senior leaders say they have limited time to share research information because of the increased time spent on behaviour management. These comments were also expressed by an unpromoted teacher who stated:

Generally speaking, I think it is because we have more and more children whose behaviour is interfering with learning, their learning and everybody else's learning, and my teaching. It's got a massive impact.

This was also confirmed in the evidence offered by the senior leaders in the focus group results. These leaders expressed that “teachers do not have enough time or the capacity to complete everything that needs to be developed” (Primary school A, promoted teachers’ focus group). Teachers feel they are over-worked, under-appreciated and need improved conditions, including more time, to deliver the tenets of Curriculum for Excellence properly.

4.5.5. Results of teachers’ responses prior to the main study.

The initial workshops offered two presentations, which discussed the development of, and the need for, transformational change to ensure that primary schools in Scotland provide learning and teaching that is suitable to help children develop the skills and attributes they will need for life and work in the 21st century. This was followed up by offering all teachers an opportunity to complete a scanning and scoping session as part of the “Transforming Learning” approach (Education Scotland, 2016). Each group of unpromoted teachers participated in a two-hour workshop session. They expressed their views of where the school was at the commencement of the study. They used the following prompts shown in Figure 2 below to focus their responses. Each heading was discussed for around 30 minutes and sometimes longer where teachers needed additional time. Both sets of teachers had no problem choosing solutions for their own school.



Figure 2. The scoping and scanning tool

Striking features noted from the analysis of each school’s teachers’ decision-making at this stage of the study can be viewed in full in Appendix 15. Below in Table 15 is an example of the differing comments made by both schools.

Need to stop doing - no longer relevant	Exemplary “classics” - and current top priorities
<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • Stop having unrealistic expectations • We need an alternative curriculum • Not try to fit our pupils into mainstream curriculum • Stop adding to workload • Give things time to get established • Layout of report - less jargon, more specific to child, basic, easy to read. • Rewarding disruptive behaviour • Paperwork to complete reports • Weekly tests • Trying to tick all the boxes, prioritise. <p>Scoping responses from School B</p> <ul style="list-style-type: none"> • Withdrawing funding from education • Constant cycle of change/not embedding practice correctly • Eroding staffing to support ASN • Health and wellbeing plans • Observed lessons once a year only? 	<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • Scottish culture - Burns etc. • Outdoor learning • Life skills • Self-help skills • Resilience • Nature • Communication with everyone (adults), each other) • Music - skills- listen to/play/read • Priorities - using local communities better • Modern languages • Literacy - reading • Priorities - outdoor education • Classics - History - Social Studies • Inter Disciplinary learning • Religious Education & moral education • Outdoor learning <p>Scoping responses from School B:</p> <ul style="list-style-type: none"> • The council Improvement Challenge • Inclusion

<ul style="list-style-type: none"> • Do not perceive text books as evil; they have a purpose and can springboard learning • Interim reports • Non-engaging activities (traditional, fear of not covering things) • Doubting professional judgement • Stop competing/comparing negatively with other schools • Quality assurance processes • Over-planning • Evaluations? • Too much in the curriculum • Interim reports • Literacy & maths everyday (lesson)? 	<ul style="list-style-type: none"> • Family Learning/Parental Involvement • Active Learning/Outdoor Learning • Meeting Learner's Needs • Getting It Right for Every Child (GIRFEC) • 2 + 1 language acquisition • Higher Order Skills • Tracking & assessment • Family Learning • Health and Wellbeing- including improving morale • Distributed/devolved leadership (at all levels) • Open door policy/communication with parents/drop-in sessions • Improved use of digital technologies • Engaging lessons • Positive outlook/relationships • Specialists - subject specific such as Science/PE/Music/Technology • Work together with 'competitors' • Knowing the basics • Time to work with kids who could be pushed on • Behaviour • Children showing respect for all staff • Improvement Challenge - Literacy (reading) • Communication
What we want to do but can't yet?	Present barriers
<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • More sports facilities - termly swimming for every year group. Easy access to green space • Specialised teachers for skill subjects - Music/P.E./Science/Home Economics • Social Work department for children and young people based in local secondary with visits made regularly to primary school/nursery. • Cluster bus transport • Smaller class sizes (legally obliged) • Outdoor Education • Parent forum • Devise an alternative curriculum • Appropriate placement of children • Freedom to print/copy • Teach smaller classes with more support • Subject specialists • Teach • Outdoor Learning <p>Scoping responses from School B:</p> <ul style="list-style-type: none"> • Complete everything effectively • Work/life balance • Have more autonomy with your teaching • Pupil Voice • Use/introduce National Benchmarks for assessment 	<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • Council policy for good health • Inclusion - not properly resourced or implemented • Parenting skills • Teacher/job-related stress • Lack of parental responsibility • Cutbacks/finance • Kneejerk reactions from council resulting in imposition of something else in the curriculum • A lot of teaching time and resources being taken up working with pupils requiring additional support <p>Scoping responses from School B:</p> <ul style="list-style-type: none"> • Lack of respect for teachers from children and parents • Time • Too much in the Curriculum • Empathy of parents • Perception of professionalism from social media • Proper training • Behaviour of specific pupils • Behaviour/inclusion • Resources/expertise/red tape • Fear • Resources/staffing/time/willingness • Training/time • Language barrier/staffing/time • Training opportunities • Incident reports

<ul style="list-style-type: none"> • Improved communication with parents • Work with others (schools, Learning Communities) • School Improvement Planning • Senior management team remit • Supporting/encouraging training staff • Interactive/engaging lessons • Partnership Network • Raising attainment/closing the gap • Modern technology in the class (tablet computers etc.) • Time to plan day-to-day lessons • Meaningful support for children • More expert visits (specialists) • Educational trips • Have a weekend off! • Training • Constant changing • Smaller classes 	<ul style="list-style-type: none"> • No consequences • Lack of staff • Too broad a curriculum • Language barriers (pupils and parents) • Respect (pupils and parents) • Health & hygiene training • Specific subject training
Solutions to the barriers	Scanning for the future
<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • Teaching stage classes rather than age • Budget - increase it • More parental responsibility and involvement in education • Supported inclusion • Improved ICT facilities • Smaller class sizes <p>Scoping responses from School B:</p> <ul style="list-style-type: none"> • Training (outsourced) for inclusion • Classroom spaces adapted to needs of inclusion and staff • Transformational change • Actions • Adjust approaches to inclusion • Audit and improve digital technologies • (Homework) closing the attainment gap in reading • More Literacy • Better Pupil Voice • Creative thinking - address red tape/resources • Planned training/support for staff • Leadership at all levels including children • English as a Second or Other Language courses • Providing lots of opportunities • Be Brave - stand together • "Setting" classes • Using teachers' skill sets, swapping classes • More hymn practice? • Pastoral notes 	<p>Scoping responses from School A:</p> <ul style="list-style-type: none"> • Unsupported inclusion will be to the detriment of all children. • Staff wellbeing • Staff retention - people leaving • Education received only scratches the surface • More challenging children and parents <p>Scoping responses from School B:</p> <ul style="list-style-type: none"> • "Growth mindset" approach to teaching • Teacher shortages • Different styles/approaches of learning use of ICT • Properly trained and well-resourced teachers to deal with inclusion • Make the profession more attractive to pull in "the best" people • Resources/staffing • Parents do not like the system i.e. child is in mainstream, but they want child in additional support school • Brexit • Changes to Local Authority • Union reaction to changes • International politics e.g. refugees/American president • Children HWB focus • Bigger classes • World changes • Too much technology? "BANG"

<ul style="list-style-type: none"> • Money • Behaviour management • Let schools be more independent • Needs • Setting - using people's skills and knowledge 	
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Table 15: Example from Appendix 15 demonstrating the differing comments made by both schools

Both schools were passionate about what was needed to improve their schools. School A offered fewer ideas than School B. Not surprisingly, School A teachers wanted better sports facilities, as their facilities are more limited than those in School B. School B focussed on a need for better behaviour suggesting this is an area that staff feel needs to improve. Staff in School B were also very keen to develop family learning more. They also commented that there is too much in the curriculum at the moment.

What was more interesting than the above separate ideas offered by both schools was the extent to which views overlapped from both sets of unpromoted teachers.

Table 16 shows examples of the scoping session responses where views overlapped from unpromoted teachers in School A and School B.

Need to stop doing – or no longer relevant (<i>what are you teaching at present that is no longer relevant or valid?</i>)	Exemplary “classics” – and current top priorities (<i>what are the important features (the classics) of a modern curriculum that should remain in place?</i>)
<ul style="list-style-type: none"> • Extending the number of children with additional needs without ensuring they are properly supported • Stop offering homework that is not valuable to extend learning • Stop the bureaucracy which is still pervading teachers' work and limiting their focus on learning and teaching • Offering a curriculum that does not benefit individual learners. • Stop the use of school reports that do not offer clarity on the strengths of a learner and what their next steps should be. 	<ul style="list-style-type: none"> • The development of Literacy, Numeracy and Health and Wellbeing • More active learning and learning outdoors • The continued development of digital learning • The development of additional language skills as part of the 1+ 2 strategy. • Continued teaching of a broad general education including social subjects, Science and Arts subjects.

Need to stop doing – or no longer relevant <i>(what are you teaching at present that is no longer relevant or valid?)</i>	Exemplary “classics” – and current top priorities <i>(what are the important features (the classics) of a modern curriculum that should remain in place?)</i>
<ul style="list-style-type: none"> • Stop using weekly testing 	
What we want to do and can’t yet? <i>(what do you want to implement but can’t yet?)</i>	Present barriers <i>(What issues at present, stop you from making necessary educational changes)</i>
<ul style="list-style-type: none"> • Improve the quality of digital learning and digital resources • Better support for all learners • More pupil support for those with additional needs 	<ul style="list-style-type: none"> • Lack of money for resources • Unsupported inclusion policies • ICT not fit for purpose • Lack of teachers to support learners with additional needs • Lack of time to complete quality preparation
Solutions to the barriers <i>(What actions would enable you to take forward these change actions mentioned above?)</i>	Scanning for the future <i>(What innovation and change, not in place at the moment in education, may affect the way we teach and learn in the near future?)</i>
<ul style="list-style-type: none"> • Improved financial support • The development of positive parental involvement. • More opportunities to share what works in learning and teaching. 	<ul style="list-style-type: none"> • Both schools had entirely different ideas for what may happen in the future. This is exemplified above and listed entirely in Appendix 16.
Possible actions to be considered for implementation after this scoping and scanning session: <i>(From your completed scoping session, what possible actions would you now wish to consider taking forward to completion as part of transforming learning and teaching at your school? Consider the improvement planning already in place in your school as you decide the actions to be completed. Each school decided to work together in 3 separate teacher groups.</i>	
<p>School A: To firm up actions to:</p> <ol style="list-style-type: none"> 1. Group 1: Improve the quality of reading 2. Group 2: Improve family learning 3. Group 3: Improve the use of ICT <p>School B: To firm up actions from the choices being considered below:</p> <p>Group 1:</p> <ol style="list-style-type: none"> 1. Train parents in aspects of the curriculum e.g. division 2. English as an Additional Language (EAL) Parents’ support workshop to help their children’s learning <p>Group 2:</p> <ol style="list-style-type: none"> 1. Parental Involvement 	

Need to stop doing – or no longer relevant (<i>what are you teaching at present that is no longer relevant or valid?</i>)	Exemplary “classics” – and current top priorities (<i>what are the important features (the classics) of a modern curriculum that should remain in place?</i>)
2. Using people’s skills (creative timetabling) 3. Change homework 4. Life skills (sewing, knitting, banking, etc.) Group 3: 1. Improving Inclusion 2. Family Learning 3. Improving ICT 4. Innovation/changing homework	

Table 16: Examples from each school’s scoping session responses expressed by unpromoted teachers in School A and School B

Comments made during the scoping sessions suggest that teachers are presently feeling under pressure. They comment that they do not have enough time or resources to make the changes needed. Findings from the scoping and scanning session listed above confirm the six propositions already recognised (Table 17).

Propositions confirmed from findings with in the questionnaires, the focus groups and from the scoping and scanning sessions
Proposition 1: Teachers do not feel they have had adequate preparation to fully adopt Curriculum for Excellence.
Proposition 2: Teachers surveyed feel lack of time is a substantial issue hindering opportunities to improve teaching and learning.
Proposition 3: Teachers have not spent much time considering new transformational change ideas and as a result are at the early stages in taking forward leadership of change in the latest learning and teaching methodologies.
Proposition 4: Teachers participating at the start of the study do not feel knowledgeable about transformational change though almost all teachers think it is necessary.
Proposition 5: Teachers are still feeling swamped by aspects of bureaucracy despite the two Scottish Government reports completed to support improvement in this area.
Proposition 6: There is a strong need to improve the quality of digital learning and technology to best support transformational change in learning.

Table 17: Propositions confirmed from findings with in the questionnaires, the focus groups and from the scoping and scanning sessions

4.5.6. Interpretations of the six confirmed propositions

It has to be noted at this stage that the author selected two primary schools in different areas of a city, both with a high proportion of children living with high socio-economic challenges. The expectation was that the study results would show some variation between teachers in the two schools. This did not transpire and in both primary schools the same negative comments confirmed below appear in the resulting evidence.

A summary of salient comments follows below:

1. Teachers in both schools do not feel well-prepared to take forward Curriculum for Excellence. The fact that a third of the teachers do not have or are unable to get time to participate in research enquiry makes this statement unsurprising. The evidence that the work of educational researchers is unlikely to influence teachers at present makes depressing reading. This includes the well-considered findings by experts on change, such as Fullan (2001b) whose work was discussed in Chapter 2 and exemplified more fully in Appendix 1. The implications from these comments support Donaldson's (2014, p.185) view mentioned earlier that lack of specificity could also lead to superficiality if teachers do not get the time to generate challenging and relevant content.

The overall findings from promoted teachers' views in both schools show they believe that teacher leadership could be stronger with more distributive leadership needing to happen across their schools. This can be implemented successfully through headteachers leading more creative timetabling to encourage teachers to believe that teacher leadership will offer them improved working conditions and not a feeling of being overwhelmed by work.

Focus group evidence from unpromoted teachers confirms the questionnaire responses that "there is a lot of change to cope with", suggesting that unpromoted teachers will benefit from increased training, and supporting Hargreaves and Shirley (2012, p.53) comments that our assumptions for the future must be "that people are acting in good faith but need assistance and support to be more effective".

2. Most teachers surveyed feel that lack of time is a substantial issue when trying to improve teaching and learning. This finding concurs with the results of the Bath Spa University study (The Scotsman newspaper, 2017, p.4), already mentioned in Chapter 2, which concluded that “there is a clear need to improve the working conditions which Scottish teachers are exposed to”. Evidence from the questionnaire and the focus group tells us that it will be impossible to achieve sustained positive improvement over time without improving teachers’ conditions to provide increased time for preparation and research. Dimmock (2000, p.1) focusses on the premise that “school design and re-design should be based on the concept of the learning-centred school. Attention is thus placed on the quality of teaching, learning and curriculum experienced by all students”. With the limited time that is available to these teachers, Dimmock’s suggestions on whole school re-design are difficult to achieve and instead what is able to be delivered is both piecemeal and restricted to small innovative changes. Since piecemeal change is largely limited in its success, serious well-considered actions need to be taken, led by local authority senior leaders and headteachers, to enable serious strategic change in learning and teaching to happen. Without the addition of a well-planned continuous learning process, the aim of any long-term transformational change will continue to be unachievable and as a result, teachers will continue to be unable to create the best conditions, including the tools and methods, to maximise learning and teaching. Repeated comments from teachers about lack of time and low morale need to be addressed. Although improving teachers’ salaries is welcomed by teachers, addressing poor school cultures and limited professional development is crucial. As purported by Torrance, Notman and Murphy (2016, p.42), this can liberate the professional creativity of teachers enabling expertise and influence to form the basis for their teacher job satisfaction.

3. Most teachers claim they have not spent much time considering new transformational change ideas, and as a result are at the very early stages in understanding and implementing leadership of change using current ideas on 21st century innovative teaching and learning. These comments suggest teachers are not yet considering that successful implementation of Curriculum for Excellence is linked strongly to the ongoing implementation of transformational change in learning and teaching. This finding may be as a result of what Priestley, Biesta and Robinson (2015, p.11) describe as an “open curriculum framework remaining

embedded in rather strict accountability practices ... thus constraining the space in which teachers are supposed to develop and exert their professional agency”. Evidence from the results of the questionnaire, the focus groups and the resulting limited actions completed by teachers confirm that the teachers participating in the study are neither aware of, nor able to prioritise, changes in school environments in response to social and economic trends. Although research findings in Chapter 2 advocate adoption of progressive practices that focus on the learning needs of each student, from the focus group evidence, teachers report that class sizes remain high, and teachers are still feeling overburdened by regular new CfE support documentation (see Appendix 2). In supporting teachers to plan better, Wiggins and McTighe (2011), offer a helpful summary mentioned in Chapter 2 showing a three-stage planning process. Evidence from the study demonstrated that teachers feel unable to consider any of the stages mentioned above. However, the Wiggins and McTighe’s (2011) “backward design” methodology, whereby teachers consider successful outcomes first and backward map from these, could now be very useful as teachers go forward. Unfortunately, with teachers not feeling they have time to study educational research, the possible benefits available from backward design methodology and from much of the other research exemplified in Chapter 2 are missed. At present, teachers regard research study as an added pressure but, if additional study is organised well, it could support teachers in their work and also improve their job satisfaction. Depending on how additional study is organised to support improvement, this work could improve teacher satisfaction with their jobs and become a support rather than an additional unwanted pressure.

4. Most teachers participating at the start of the study did not feel knowledgeable about transformational change, although almost all teachers thought it is necessary. Evidence from focus group comments reveals that not all teachers in these two schools are following the demands, mentioned above in Chapter 2, that teachers need “to be responsible and accountable and to be committed to lifelong learning and reflexivity” (Donaldson, 2011, p.14).

5. Teachers are still feeling swamped by bureaucracy, despite two Scottish Government reports (2013 and 2015b) supporting improvement in this area. Evidence from the teachers in both the questionnaire and the focus group - and in

the practical activities related to the “Transforming Learning” approach - all suggest that teachers are not yet satisfied that their full focus is able to be on learning and teaching. Rather they feel they are still spending too much time completing what they consider to be inordinate amounts of paperwork. The follow-up report on school bureaucracy from Scottish Government (2014b) suggests that, despite improvements made, there is still more to be done. Nevertheless, all teachers must be aware that there will always have to be some focus on paperwork to support a full understanding of children’s developing standards and that sharing such documents is important, especially at times of transition.

6. There is a strong need to improve the quality of digital learning and technology to best support transformational change in learning. Teachers expressed strongly that they need further training and better resources to achieve the necessary expertise to develop the quality of digital learning in schools. This finding chimes well with Froumin and Karprzhak’s (2017, p.40) comments about the need for expanding knowledge across the education system. These findings about the need to improve the quality of digital learning also concur with Harris’ and Jones’ (2016, p.3) comments that “many countries and systems are still holding fast to the educational practices and pedagogies of a previous age”.

More positively, evidence from the questionnaire demonstrates that 80% (28) of teachers believe that leadership and management of change is not the exclusive preserve of senior leaders, though as yet many do not, or do not feel able, to lead change. We can interpret this as suggesting that if teachers were given support to overcome the above 6 propositions confirmed, then they are willing and able to initiate and take forward transformational actions over a sustained period.

In the additional comments section of the questionnaire, teachers commented that they believe they have valuable skills they can share. It is also notable in their evidence that they consider themselves to be creative practitioners. This tension suggests a disconnect in views. Teachers are saying they claim to be creative, yet when asked to apply such skills, they claim to have inadequate knowledge. A question arises as to whether this is because teachers do not know what is needed to implement creative transformational change, or they feel

swamped by the on-going pressures of Curriculum for Excellence implementation with not enough time available for highly successful and transformational implementation. This reasoning is not compatible with the Curriculum for Excellence implementation as transformational change is a clear component of this, as quoted in Building the Curriculum 3 (Scottish Government, 2008, p.8).

This again takes us back to the Scottish Government's (2009, p.3) comments quoted in Chapter 2 that Curriculum for Excellence offers "professional space for teachers and other teachers to use in order to meet the varied needs of all children and young people". However, the Government made very little mention of the time or training needed to produce the materials and courses within these new freedoms offered. Evidence from the teachers in these two schools appears to suggest that, as outlined in Chapter 2, a policy designed to give teachers more discretion is, perversely, increasing teacher stress and diminishing their enthusiasm for change.

4.6. Stage 2: The findings from knowledge exchange and professional development – the need for transformation.

Although teachers had already expressed their frustration with work pressure and insufficient time for preparation and consideration of innovation, they all reacted very positively to both two-hour professional development sessions. Their positive responses to working together supports Torrance, Notman and Murphy's (2016, p.44) comments that "teacher leadership should be a collaborative concept where one works alongside colleagues in a non-hierarchical way". At the end of these two knowledge exchange sessions, all teachers agreed to work in groups to firm up their chosen change actions and discuss these with their senior leaders in order to firm up their final choices in time for the next training session.

4.6.1. Teachers' adoption of transformational change actions in each school

During this phase of the study, teachers met again to share the final actions they would be adopting. Between the time of the previous session and this one, each of the groups had already begun planning their actions. It was clear that although they had all expressed their worries about workload, they had all agreed to embrace the work and put in place creative actions to support further school

improvement. Although the senior leaders largely enabled teachers to lead change themselves, they did offer support where teachers expressed the need for this. A few challenges occurred at the planning stage. A few teachers in both schools wanted to ensure that all work remained within the exact working time agreement and that no additional work would be required of them. The researcher assured the teachers that all work agreed and signed at the beginning of the study would be exactly adhered to. These comments from teachers support Proposition 2 - that teachers feel lack of time available is a substantial issue. Despite that, commendably, many other teachers made the decision to offer extra time where they discussed together over coffee and planned how they would bring their actions to successful completion with proof of impact to demonstrate success.

The final changes agreed by each school were as follows:

School A:

Group action 1: Improvement in the provision of Information Technology, Computer Science and Digital Technology within the school.

Group action 2: Improving the outdoor learning areas in the school playground.

Group action 3: Developing an adapted curriculum for the pupils of the Language Communication Resource.

School B:

Group action 1: Inclusion - improving attitudes to Inclusion

Group action 2: Reading - to promote and embed reading for enjoyment in the life of the school

Group action 3: Family Learning - promote family learning through digital technology

Teachers worked together, using their agreed time, with their learners over the next four months to complete their change actions. A very positive joint sharing session was completed with teachers in both schools, discussing their findings to date. This was followed by separate sessions in both schools to discuss their view of initial impact to date.

It has to be recognised that both schools were not able at that stage to consider holistic integrated change to all or even most parts of the schools' work. The actions to be taken forward in both schools demonstrated that changes selected were discrete, restrained improvements rather than transformation of learning and teaching. However, with the stresses and pressures mentioned by both sets of teachers, it was not surprising that their agreed actions remained very limited in both their depth and breadth.

4.7. Stage 3: Findings from the implementation of the intervention

The early impact of the "Transforming Learning" approach was assessed using a validated self-evaluation report. This was completed by each school's senior leaders (see Appendix 10). An independent verifier (an HMI) (see Appendix 11) and a council primary adviser (see Appendix 12) both provided validating reports on their findings. To complete the findings, a short questionnaire with 10 items (see Appendix 8) was completed by all teachers to comment on the effectiveness of the work emanating from the study.

4.7.1. Impact from the agreed actions put in place

Both schools submitted a validated self-evaluation template (see Appendix 10) providing a short report on their successes, their biggest challenges, and what, if anything, had been unexpected.

School A:

Group action 1: Improvement in the provision of Information Technology, Computer Science and Digital Technology within the school.

Senior leaders in the school recognised the need for training opportunities to build teacher capacity before they commenced the task. Unpromoted teachers were lacking in confidence to deliver an appropriate digital technology curriculum. These comments from teachers again confirm Proposition 6 - that there is a strong need to improve the quality of digital learning and technology to best support transformational change in learning. Almost all teachers in the school attended

the training organised by this group's teachers. As part of the group's actions, teachers have been offering extra-curricular clubs to allow children to access online resources. The children have also been introduced to 'coding' and this has been so popular that there is now a waiting list of those eager to join. Teachers developed their own understanding of digital learning from visiting other schools to look at the teaching of technologies; both the curriculum on offer and the resources used.

This group demonstrated great enthusiasm with their plans for how to take their digital learning development further once digital equipment and Wi-Fi have been purchased. The group has recently acquired more modern seating arrangements to promote better learning, especially when using digital tools.

Group action 2: Improving the outdoor learning areas in the school playground.

Without any collegiate time set aside in the working time agreement or an allocation of funds, this group has transformed the appearance of the senior primary playground. The group was very proactive in trying to secure funding but did not allow lack of success in this area to delay implementation of ideas. They worked alongside the children to take part in enterprise activities to raise funds. They also used the school social media page to appeal for donations of plant pots, cuttings etc. Teachers organised the children to write letters, which were posted through doors of local residents, some of whom had not had previous opportunities to engage with or support members of the school. These letters resulted in various donations arriving at school from a variety of sources. The improvements to the playground are clearly visible and the group have great plans to further develop outdoor learning during the next session.

Group action 3: Developing an adapted curriculum for the pupils in the Language Communication Resource

Teachers developed their own understanding of additional needs provision through visiting a variety of such provisions across the council area. This 'looking outwards' gave them confidence to take forward change in the provision offered presently, in light of the different profile of pupils now coming to their own Language Communication Resource. Teachers in this group have benefited from extending

their knowledge of other additional needs provision. They recognise there is now a need to use this learning to make important improvements for learners in School A.

All three groups also chose to comment on what the next stages would be to develop their actions further, recognising that they were still at the early stages. The headteacher commented that teachers' morale and confidence was much stronger and the three groups had taken ownership of their own developments and were now in a much better place to develop further their chosen tasks with greater confidence. The headteacher also commented that "the teachers' groups have allowed colleagues who haven't worked together previously to get to know each other better and work together to further a joint interest".

School B:

Group Action 1: Inclusion – improving attitudes to Inclusion

The strategic lead for meeting learner needs and ensuring inclusion for all had previously been the sole responsibility of the deputy headteacher. Through the self-evaluation process as part of transformational change, inclusion was identified by all teachers as an area for further development, and it was realised and agreed that a team approach would provide more support and opportunities.

The team analysed data that the deputy headteacher had previously collected and set up focus groups to gain views of children about attitudes towards inclusion. A strength of the group has been completing an analysis of the results/feedback from all stakeholders and then considering how to use the results from the data gathered.

The team planned next steps in response to the needs identified through the results. Teacher leadership was enhanced through the completion of their chosen actions. The working party learned how to develop a shared vision through a coaching session and each member within the group led an aspect of the agreed goal, which has resulted in improvement and change.

School B:

Group action 2: Reading – to promote and embed reading for enjoyment in the life of the school

The school's attainment data for Literacy along with the need to meet the challenges within the Scottish Attainment Challenge (SAC) led to the setting up of a working party to improve reading. The working party detailed their many successes over the course of the project. This included looking in greater depth at assessment of children's reading, developing a new learning zone, securing £5000 for books from a charity, and organising various events to increase awareness of reading. The school reported that participation in reading events has increased over the course of the project.

Group action 3: Family Learning – promote family learning through digital technology

The Family Learning Working Party continued to build on the success of the existing family learning programme, which was already in place. The working party led a 4-week digital learning in Mathematics club for parents in the school ICT suite. Each member of the working party took responsibility for an aspect of the club from signing families in each week, to organising refreshments, delivering the sessions and collecting evaluations. The main success was the continuity in the attendance of parents. One member of the group identified that she would like to extend family learning to her classroom and change the approach to homework to suit the needs of the children in her class and their families. The headteacher reported that, after consultation with parents, these areas will continue to be developed next session as part of the school's Improvement Plan. Children and parents reported they have enjoyed working together with their teachers. Reading assessment data indicates that over a short period of time improvement in attainment has taken place. Through the use of the school's questionnaires, the inclusion group identified that all children feel more informed about what it means to have Additional Support Needs.

All three groups above have identified through self-evaluation that there is capacity to improve and build on the work already done.

4.8. Stage 4: Findings from the final evaluation and assessment of impact

To confirm each school's self-evaluation of their completed work to date, both schools participated in a validated self-evaluation visit led by an Associate Assessor (a part-time experienced HMI who was a head of education in another local authority) not otherwise involved in the project (Appendix 10). Comments from the completed Associate Assessor's report (see Appendix 11) are summarised below.

4.8.1. Summary of Associate Assessor's comments on School A:

The Associate Assessor commented that teachers demonstrated they were freed up to take the lead for the actions to be taken. After analysis of changes taking place in both schools, the visiting assessor commented that the teachers were demonstrating good progress in the three innovative areas they had each taken forward. The Associate Assessor confirmed that, although it was too early to be able to see full impact of this work as teachers have only been working on the actions for around 4 months, each of the actions had achieved early impact from the work completed to date. During the evaluation reporting session, the headteacher and teachers gave a well-considered evaluation report on their progress using the "Transforming Learning" approaches as well as demonstrating how their detailed report provided an accurate account of the impact from all the work completed. The school's priorities and actions completed were then analysed by the Associate Assessor Inspector and confirmed in the HMI findings. The Associate Assessor found that overall good progress had been made in each of the three actions selected by each school since the commencement of the project. However, the Associate Assessor noted that the actions completed, although innovative, were not transformative in what they are providing in the school. Teachers working on each of the actions protected time for professional dialogue and collegiate learning. This enabled everyone in this group to contribute to their agreed plans for the improvement of digital learning

Inspectors in Scotland use "How good is our school" (4th edition, 2015) to support teachers to be evaluative in their own analysis of their success. For this evaluation, the Associate Assessor used people's views and direct observation to support their evaluative statements. In addition, inspectors and teachers refer to Quality Indicator 1.3 Leadership of Change to help assure their evaluations.

The assessor measured the impact as follows:

School A:

4.8.2. Action 1: Improvement in the provision of Information Technology, Computer Science and Digital Technology within the school.

There is already impact shown in the development of digital learning since the start of the study. In addition, the enthusiasm in the teaching and of teachers and their confidence in taking this work forward over the next year has been impressive. Undoubtedly, the Associate Assessor Inspector is confident that this group will continue their developments, with increasing numbers of learners participating with the team in future.

Teachers have arranged for a visiting Science Technology Engineering and Mathematics (STEM) colleague to work with them to link their work to the developing STEM agenda. Teachers are continuing to develop positive links with partners to support digital learning further next session. In regard to community learning development, teachers have agreed to lend the school single board computers to support further development in computer program learning.

4.8.3. Action 2: Improving the outdoor learning areas in the school playground

The Associate Assessor recognised the enthusiasm and impressive start made by this group despite the limited funding constraints. This group have shown they have developed their leadership skills to initiate improvement in their chosen actions. As a result of school renovations, the children had been left with a very limited playground area. Teachers and learners identified an outdoor area they wanted to see improved. Teachers applied for various grants but were unsuccessful, and consequently had put in place their own ideas. They worked with children, completing a survey to decide how they wanted to go forward. The outdoor classroom already has links into various areas of the curriculum. The site had no cover, but teachers did some research and, along with the children, came up with answers to remedy this situation. This included an immediate clear-up of the environment followed by raising money through enterprise activities and

partnership work with local neighbours to put in place planters, playground furniture, outdoor learning areas and an herb and vegetable garden.

Teachers worked with children to keep the environment in a positive state. There are ongoing problems with vandalism when the school is closed and the teachers and children are considering ways to avoid this happening. The lunchtime book club are already using this new outdoor area and a few classes have already used this new site. Teachers and learners organised a fund-raising session to improve the resources and materials available. Children improved their literacy skills through using this project, writing letters to various establishments resulting in offers of support. In future, teachers' and children's next steps are to extend this new area to the front of the school to provide a new wildlife area for children. Teachers are working well with a local community group. Photographs have been shared on a social media site to support this on-going improvement. Local neighbours have contributed helpful resources and teachers recognise that this has led to improved relationships with the local community. Teachers thus want to sustain this work and they have put in place a series of activities that includes taking forward new reading and art activities for every class outdoors. The school has now added an outdoor room to store resources. The teachers will now look to use the new Scottish Government Pupil Equity Fund, which is being allocated directly to schools and targeted at closing the poverty-related attainment gap. Teachers understand they need to be able to justify why part of this funding should be used in this direction.

In addition, children are developing skills in enterprise and in reading and writing. Children have demonstrated skills in co-operating well together. Teachers are already suggesting there will be an extended pilot to take this work further forward in the future.

4.8.4. Action 3: Developing an adapted curriculum for the Language Communication Resource:

The headteacher commented there has been an increase in teachers' confidence, enthusiasm and morale as a result of working on the Language Communications Resource improvements. They have been pro-active in securing training to further improve the new practices and actions chosen in future. Teachers have been

inspired by their proactive stance. The headteacher and depute feel the teachers are now beginning to feel empowered to lead aspects of change. Teachers will be considering how to monitor and assess this work next session. The group leading the work within the Language Communication Resource have a difficult and long-term task to change the present conditions to support the additional needs of particular learners. Although they have been limited in what they could achieve in this first session, they are in agreement that they need to continue. Teachers would like to be doing this work in the future without paperwork. However, they understand that time and funding offered by the education authority means they need to complete limited paperwork to support evidence of impact. The team will re-consider the paperwork within the resource and see if there are any ways to reduce report writing for evidence-gathering.

4.8.5. Summary of Associate Assessor's comments on School B

The Associate Assessor commented that, as in School A, the teachers demonstrated they were freed up to lead the actions to be taken. The visiting assessor commented that the teachers were demonstrating good progress in all three areas they had taken forward. The Associate Assessor confirmed similarly that it is too early to be able to see full impact of this work as teachers have only been working on the actions for around four months. Nevertheless, each of the actions has achieved early impact from the work completed to date. During the evaluation reporting session, the headteacher and teachers gave a report on their progress using the approaches as well as demonstrating how their detailed report provided an accurate account of the impact from all the work completed. The school's priorities were then analysed by the Associate Assessor Inspector and confirmed in our findings. Using "How good is school?" (4th edition, 2015) Quality Indicator 1.3 - Leadership of Change, the Associate Assessor noted that all teachers were committed to developing their leadership skills. Teachers were collaborative in their work and committed to taking collective responsibility within the processes in place to effect changes agreed. The Associate Assessor found that, overall, good progress has been made since the commencement of the project in each of the three areas selected.

School B:

4.8.6. Action 1: Inclusion - improving attitudes to Inclusion.

Teachers engaged well together during all the workshop sessions and demonstrated an understanding that they need to improve their systems to accommodate the changing profile of their pupils. They worked well together collegiately to complete questionnaires and use focus groups to get a better understanding of children with additional needs and how they could be supported in the future. Children participated in well-organised autism awareness exercises to discover the challenges that children face when they have autism. As a result of this group's work, children now have a better understanding of what it means to have "complex needs". Children's behaviour in the school has improved and they are now more aware of the needs of their peers with additional needs. This is an on-going development where progress has been made. Teachers are now moving to engage parents further to ensure they also have a clearer understanding of the needs of children with additional needs, as well as engaging them to participate in developing this work further. They shared the survey results on a social media platform to enable parents to be more aware of important school developments. They also completed a full teachers' session on better autism awareness. Teachers are now feeling more confident and able to take responsibility, for example through offering training to other colleagues to support them to improve learning techniques which assist children with autism. The teachers will continue to measure impact again as further developments are put in place.

4.8.7. Action 2: Reading - to promote and embed reading for enjoyment in the life of the school.

The impact of these actions to date has been:

Children's attitudes to reading are improving with teachers commenting, in their final evaluation report, they can now say "please put your book down for a minute until we discuss...". Children are bringing in their own texts for 'Everyone Reads In Class' (ERIC) time. Attainment is already showing improvement through improved tracking in reading. Teachers have also worked well in partnership with a nearby university. Reading guidelines are being put together to provide more consistency in the teaching of reading. School B is also considering using the

Scottish Government-led Pupil Equity Fund to provide new learners to the school with a welcome-to-the-school bag including a reading book at their level. Family learning is continuing to be developed to enhance reading further. Teachers leading this work have taken on-going responsibility to implement change, promoting and supporting innovation in reading methodology and this is resulting in improving outcomes for children.

4.8.8. Action 3: Family learning - to promote family learning through digital technology

This action group demonstrated real enthusiasm to shape up ideas for the improvement and development of family learning. In a questionnaire, parents demonstrated their lack of understanding as to the meaning of family learning. The family learning club sessions held have been a positive influence in improving relationships and helping parents and children to work together. In addition, teachers benefited from joining family learning working group sessions held by the local authority. This enabled them to get additional ideas from other schools and share ideas as they went forward. The use of family learning evenings has been a positive collaborative improvement to develop new learning practices in the school. Parents comment that they are keen for this to be developed further. One very strong feature of this action group has been the opportunity for parents, sometimes new to Scotland, to learn English alongside their children. This has been enabled further by teachers' use of social media sites and through using a personal invitation to parents in the school playground. The school cookery club, where ten families demonstrated cooking ideas together, enabled children and parents from different cultures to work and learn together. Before the start of this work, teachers commented that the school often felt very divided. These new developments led by teachers have encouraged both formal and informal collaborative partnership work that is helping parents to get to know each other better and help to celebrate each other's culture. Parents are now starting to work with and help each other.

At the beginning of each school's actions, all teachers and other non-teaching professionals in both schools were invited to engage with the research study. The education authority enabled teachers to have collegiate time as part of their

working time agreement to complete their chosen actions. The Associate Assessor noted from the questionnaires and focus group comments that teachers had previously been very reticent to take on any additional leadership roles. By the end of the validated observation, the Associate Assessor Inspector noted that all teachers at both schools had participated willingly, as agreed at the beginning of the study, and were taking part in regular meetings and workshops, monitoring their progress and adapting and developing their ideas. The review team found strong evidence in support of the schools' self-evaluation accounts. As a result, we are confident in affirming their content as accurate.

4.8.9. Local Authority evaluative report

In addition to the completion of an Associate Assessor's report, the researcher invited the local authority primary adviser to complete a short evaluative report on the work of School A (see Appendix 12). The purpose of this visit was to confirm whether the partnership work completed was already demonstrating impact. Her comments included the following:

The project has enabled teachers and support teachers to experience leadership opportunities impacting on change across all teachers' groups. This has been facilitated through some re-alignment of the Working Time Agreement. Teachers have also enthusiastically given of their own time and incorporated activities into CLPL time. The project has been a successful vehicle for teacher development, choosing the particular area of interest, self-selecting group membership and arranging agendas.

Comments on the observation of early impact included:

Early indications of impact have included increased teachers' confidence and improved morale. Teachers seeking out appropriate training opportunities and acting on them. There has been a lot of enthusiasm from teachers and a culture shift, giving teachers permission to lead change, which has enabled the school to move forward.

In answering the first part of Research Question 3 - *what are teachers' reactions to piloting the school design model, an intervention to transform schools?* -

teachers' reactions to piloting the "Transforming Learning" approach from Education Scotland were positive during the practical workshop sessions and from the collaborative teacher leadership they demonstrated impact in all the actions to be undertaken. Their extended responses and lively conversations indicated they were committed to using the model to support change. However, consideration must be given to the mixed responses received in one of the questions in the short questionnaire at the end of the study: 61% commented that they didn't believe the 'Transforming Learning' approach enabled them to make fast-paced change in learning. More positively, in supporting the use of the approach, 78% agreed or strongly agreed that during the study they had the opportunity to share ideas with other creative partners in other schools. In analysing the success of the second part of Research Question 3 - *can they show impact from the use of the "Transforming Learning" approach?* - 76% felt they could already demonstrate impact from the actions and practices they had completed for the project this session and this has been confirmed by the inspection responses from the Associate Assessor.

4.9. Interpretation of research findings related to Research Question 2

RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership and increase the pace of change in implementing Curriculum for Excellence?

Evidence from teachers in both schools showed they responded passionately when using the scoping and scanning approach to discuss the present state of their schools - what they needed to change, to keep, to grow, and what they needed to consider for the future. This chimes well with Torrance, Notman and Murphy's (2016, p. 51) comments that the modern educational professional needs to have a teacher identity that includes permission, space and tools to debate. Nevertheless, a few teachers placed a strong value on keeping exactly to agreed contracted hours. More positively, teachers in both schools displayed creative ideas and were keen to see completion of their chosen actions. As a result, they chose to offer more than their normal contracted hours and did so without complaint or expectation. It should be noted that at no time did the researcher suggest that teachers needed, or were expected to, do anything beyond

contracted agreements. Overall, it seems that school leaders have more work to do to ensure that all teachers understand that teacher leadership responsibilities are a normal part of a modern teachers' duties and not an add-on. This finding concurs with the demands in the Donaldson Report (Donaldson, 2011, p.14) that there is an urgent need to challenge Scottish teachers "to be responsible and accountable and to be committed to lifelong learning and reflexivity".

A further interpretation to be made is that for a few of the teachers, as Priestley commented (2013, p. 29), "when it comes to matters of professional interest they are inclined to adopt a conservative stance". With any innovation, there are invariably a few enthusiasts, keen to become involved in piloting and the development of new materials. The choice of actions by both sets of teachers supports Priestley's (2013) views. They were less transformative than innovative, and more linked to an improvement of the present system.

Despite being encouraged to use research to support their agreed change actions, evidence from teachers in the final questionnaire showed that 44% (12) commented they had used research to support their learning, while 47% (13) of teachers had not chosen to use research to support their work. This evidence supports Hopkins' (2013, p.178) views that the teaching profession cannot be called an evidence-based profession. Hopkins (2013) also commented on teacher networking and professional learning becoming largely superficial. While 70% of the teachers in this study showed enthusiasm and creativity in taking forward the tasks selected for this intervention, Hopkins' (2013) hypothesis aligns with the results for the present study. This short intervention indicated that teachers were at the initial stages of innovation rather than transformation. With just under half of the teachers claiming their practice was influenced by research, Hopkins' (2013, p.178) comments ring true for the teachers in the two case schools - "the discourse they are designed to engender has nothing substantive to focus on".

On the one hand, just under 60% (17) disagreed that the "Transforming Learning" approach of the intervention had supported them well to lead fast-paced change. However, in the next set of questions, it was noted that teachers believe they had put in place creative and innovative ideas for change through work completed as part of the intervention, and 72% (21) of teachers responded that they had had

the opportunity to share ideas with other creative partners. Over 50% of the teachers commented in the final questionnaire that their workload prevented them from participating in this work ‘very much’. Since these comments were made by over half the teachers in the study, it suggests that any work to transform primary schools will continue to be limited unless work conditions are improved.

Evidence from the questionnaires, the focus groups, and the results of the practical part of the study lead to the same conclusion as proffered by the Scottish Government (2017, p.25) that “leadership capacity doesn’t just emerge, it needs to be built and requires modelling by leaders”. Further research is needed to see whether the entire teaching profession in Scotland understands the need, even obligation, for them to take forward teacher leadership as a normal part of unpromoted teachers’ work. However, in order to achieve this, as cited from Chrispeels (1997, p.28) earlier, there needs to be an increase in “the valuing of teachers and enhancing their professional status”.

As commented by the National Institute for Excellence in Teaching (2014, p.4), teachers working in teams needed regular time to meet, and school leadership teams needed to protect that time from competing demands.

The purpose of this study is to investigate whether unpromoted teachers can be enabled to transform learning and teaching to suit the needs of today’s learners. This includes considering whether using the new Education Scotland “Transforming Learning” approach can support improved leadership for unpromoted teachers increasing the pace of change within Curriculum for Excellence. The evidence above from the first questionnaire indicates that 80% of teachers who responded say they disagree or strongly disagree that they feel knowledgeable about transformational change methodologies.

Instead, a clear focus is needed on ensuring that every unpromoted teacher understands fully the contemporary role of teachers - including teacher leadership - that is nowadays expected as part of teachers’ work. This includes the need to consider unpromoted teacher leadership as part of their job and not an add-on. It also includes the duty to undertake continuous professional learning, including basing more of their practice on research evidence.

In supporting why teachers might not be maximising the duties incumbent on a modern teacher, the literature review provides a clear warning suggesting that Scottish teachers have been under inordinate pressures since the commencement of Curriculum for Excellence in 2008-09. With these pressures from the “layer upon layer” of new policy documentation and from the responses of the teachers’ union survey (EIS, 2017), without better support for teachers, there is little likelihood of progress in transformational change.

4.9.1. Analysis, findings and interpretation from the short questionnaire at the end of the study

The short questionnaire completed at the end of the study period demonstrates the differing views of teachers to Research Question 2 - what are teachers’ perspectives on Education Scotland’s new “Transforming Learning” approach to enhance leadership for all and increase the pace of change within Curriculum for Excellence? - as they undertook transformational change actions to support school improvement. 61% commented that they did not believe the “Transforming Learning” approach enabled them to make fast-paced change in learning. These comments may support Proposition 1 - that teachers do not feel well-prepared to take forward Curriculum for Excellence. Further work would need to be completed to see if this is because of other workload pressures, whether or not these practitioners understand what teacher leadership is, whether they do not believe teacher leadership is something for them or whether they did not consider the approach to be useful for them. This may be because teachers did not feel they had enough time to complete the tasks well or that they recognise that transformational change is long-term change and this study is just the beginning of a long journey of perhaps five to ten years.

78% agreed or strongly agreed that during the study they had the opportunity to share ideas with other creative partners in other schools. 76% felt they could already demonstrate impact from the actions and practices they had completed for the project this session. Although the approach asks teachers to consider the use of research as they take forward their actions, 48% of teachers disagreed they had done this at any time during the study. Again this supports Proposition 2 - that teachers feel lack of time is a substantial issue to opportunities to improve

teaching and learning. It could also be that is a result of time pressures within their working week at present or that a few teachers have never taken on leadership responsibilities previously and just do not want this to be a normal part of their job. If this is the case, then further work will be needed by senior leaders to ensure all teachers understand the responsibilities of a classroom teacher. Of the ten questions asked, seven of the responses are positive towards the use of work in the study and three responses are negative. This short questionnaire shows there is still work to be done to ensure all primary teachers in these two schools consider change actions on a regular basis are something they view as a normal part of their job. The final chapter will suggest ways to ensure that these important questions which have come out of this study are answered clearly so that all teachers are clear about their duties, identities and responsibilities going forward. More positively, 78% (21) agreed or strongly agreed that during the study they had received the opportunity to share ideas with other creative partners in other schools and 76% (21) felt they could already demonstrate impact from the actions and practices completed this session. I am mindful of the fact this is a very small survey and that more work is needed in other schools to ensure these research results are trustworthy and, as Cresswell (2014, p.178) argues, not just “generalised to certain people, settings and times”. The encouraging responses from teachers to complete the agreed actions willingly within the study, despite their perceived severe work pressures, should be recognised positively. These teachers believe they are already under great pressure completing their day-to-day duties within Curriculum for Excellence and despite the reticence of a few teachers in each school, they delivered impact in all the actions chosen.

4.10. Interpretation of research findings related to Research Question 3

During the scoping session using the “Transforming Learning” approach, teachers had expressed frustration with the pressure of work and strong comments were made about insufficient time for preparation and consideration of innovation. It is to be commended that despite the pressures they were feeling, teachers worked well together during the study practical period to refine their views and opinions and come to agreed change actions to be taken forward by each teacher leader group. Both schools chose innovations that would improve their schools, but these actions were limited and could not yet be described as transformational. Evidence

from both schools raises cause for concern as - as highlighted by Fullan (2001a) and referenced in Chapter 2 - transformational change is not about the addition of one-by-one innovations, it is about critically choosing new ideas and practices from within and beyond your own school. We can attribute the fact that both schools have achieved limited success to the fact that teachers feel under pressure and there has not been enough support and time given to enable them to make faster-paced change. Although the practices completed by teachers were discrete improvements, their keenness to share their successes suggests that with more time and more support, transformational change could be achieved in future. This can only be provided through local authorities and headteachers finding new ways to support teachers with increased training opportunities and more thinking time.

The positive summary report written by the Associate Assessor at Education Scotland and the local council adviser both concurred, providing evidence that while it was too early to be able to see full impact of this work, as teachers have only been working on the actions for around four months, each of the actions had achieved overall good progress and were showing early impact to date. For example, positive comments were made about the enthusiasm, confidence and positive morale of teachers in both schools being impressive at the validated evaluation meeting with the Associate Assessor. Each of the groups had made good links with local partners to support their agreed developments. Senior leaders made positive comments about their teaching staff feeling more empowered to lead change. The fact that teachers are seeking out training opportunities and learning from other practitioners suggests that teachers enjoy, and understand the importance of, improving their school. Evidence from this study suggests that taking forward teacher leadership responsibilities, where teachers make improvements driven by their own ideas in partnership with their senior leaders can be very positive, fulfilling and a necessary part of the normal unpromoted teacher leadership duties. In studying *Building the Curriculum 3* (2008, p.13), especially the diagram showing the totality of the Scottish Curriculum, it is impossible to achieve transformational change and, therefore, the complete implementation of Curriculum for Excellence without continuing unpromoted teacher leadership.

4.10.1. Overall impact achieved

Overall impact shown in the evidence from all the actions taken by teachers in each school has shown that, given agreed time to adequately prepare and learn new skills, teachers are keen and enthusiastic to lead change actions to improve the learning environment. These results are despite the reservations of the few teachers from each school at the commencement of the study regarding their working beyond agreed contractual hours. However, the Associate Assessor noted that the actions completed, although innovative, were not transformative in their scope and depth. Reasons for this are twofold. First, despite having two sessions at the commencement of the study to learn from transformational practices of other teachers, such as those in Singapore, teachers were unable, or in a few cases unwilling, to engage in their own research on transformational change to support their decisions. This, and the lack of time they had available, led to the completion of actions that at best can be described as improvement actions or at worst, piecemeal innovative change actions. The literature review noted there is little evidence or research to suggest that Scottish primary teachers are either aware of, or ready to prioritise, the changes in school environments in response to these social and economic trends. This may in part be because of what Priestley, Biesta and Robinson (2015, p.11) describe as “the use of attainment data and internal inspections - thus constraining the space in which teachers are supposed to develop and exert their professional agency” (2015, p.11).

Results from this study do not alter this viewpoint. There is a question to be answered by Scottish Government and local authorities on whether present teacher conditions, which were last agreed at the time of the McCrone agreement (Scottish Government, 2001), are now fit for purpose for Curriculum for Excellence implementation.

4.11. Chapter summary

This chapter presented the main findings and interprets the evidence related to all three research questions. It considers the initial perception of teachers in two local authority primary schools, having collected their views in two questionnaires and four focus groups, that they were not prepared to further implement Curriculum for Excellence. This is apparently due to their excessive workload, lack of time and little knowledge of transformational change. Results led to the

conclusion echoed by Hargreaves and Shirley (2012, p.53) that “there is a lot of change to cope with” for teachers at present. Evidence from the practical part of the study suggests that unpromoted teachers benefit from increased training. These results support Hargreaves and Shirley (2012, p.53) comments that our assumptions for the future must be “that people are acting in good faith but need assistance and support to be more effective”.

This chapter also reflects and interprets teachers’ reactions to the implementation of Education Scotland’s “Transforming Learning” approach, including analysis of the early success achieved from the final agreed actions to be taken forward by each school. It recognises the impact achieved by teachers as acknowledged in the report completed by the visiting Associate Assessor and from the short report by the local authority primary adviser. This chapter also recognises the assessor’s comments that results from the study demonstrate impact but cannot be seen as transformational. In addition, it acknowledges that the reasons for this - lack of time, continuing bureaucracy and lack of understanding on what change is needed - are competing tensions as promulgated by Priestley (2010 in Chapter 2).

Lastly, this chapter considers the evidence from the mixed views in the results from the short questionnaire at the end of the study and why these answers may have been expressed.

As commented on in Chapter 2, the Cabinet Secretary for Education and Skills stated that “improving the life chances of our children and young people is the defining mission of this Government” (Scottish Government, 2017, p.21). The final chapter of this thesis looks at the conclusions, implications and recommendations to support the Cabinet Secretary’s statement, which should serve as the mission of every teacher working in the Scottish education system. In addition, the final chapter addresses the need for Scotland to consider how to multiply very “small pockets of excellence” (Froumin and Kasprzhak, 2017, p.40) in order to build larger-scale system change. The results of this study suggest that, as stated in the literature review, teachers in Scotland need more guidance as to how to acquire a new 21st century teacher leader identity, together with the skills and methodology for new teaching and learning practices. In doing so, they will gain

power from their peers rather than a hierarchical, top-down model (O'Brien, 2016, p. xiii cited in Torrance and Murphy, 2017, p.24). This study shows that teachers need more support and increased time, high quality professional development that gives them the knowledge and skills for transforming teaching, learning and assessment, and positive attitudes towards accepting change and willingness to see the benefits of research-engaged practices. Only then will they be able to deliver transformational learning and high-quality leadership suitable for 21st century schools.

Chapter 5 Conclusions, Implications and Recommendations

5.1. Introduction

This chapter brings together conclusions, implications and offers recommendations for teachers, schools support agencies and wider policy and governance from the research study findings. The concluding chapter also makes informed judgements and recommendations regarding the original three research questions:

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership for all and increase the pace of change within Curriculum for Excellence?

RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?

This chapter is structured such that it:

- discusses the emerging themes and conclusions;
- considers the implications of the findings for teachers, school senior leaders, schools support agencies, wider policy and governance;
- offers reflections on the research process and the findings;
- considers the limitations of the research;
- suggests possible future research and new knowledge.

5.2. Emerging themes in the study and the conclusions and implications

Several themes emerge from the data analysis. It is important to address these and then make recommendations regarding teachers' perspectives on the need to

transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers. In addition, the chapter will address teachers' perspectives on Education Scotland's new "Transforming Learning" approach, whether it is likely to enhance teacher leadership and whether and how teachers think they will be affected by its implementation.

The following themes and recommendations noted in 5.5 emerge from the research to answer Research Question 1:

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

5.2.1. Teachers' responses to the introductory session

Teachers in this introductory session showed a real willingness to learn. They demonstrated enthusiasm when discussing the work of Dimmock and Goh (2011, p.219) and when watching the filmed exemplars showing why transformational change was important. The initial responses from a few of the teachers at the start of the practical workshop session were a cause for concern. Most teachers (80%, 28) commented that their knowledge of transformational change was very limited, as they felt they had to concentrate more on the daily work pressures of implementing Curriculum for Excellence. A few teachers in each school commented that they felt strongly they already had enough work to do and did not feel they had any additional time available for other educational considerations beyond what they were doing already. Chrispeels (1997, p.34) suggests that policy implementation can be affected by leaders feeling overwhelmed with implementing prior policy initiatives. This was exactly what was demonstrated by these teachers at the start of the study. Nevertheless, it has to be noted at this stage that teachers at the start of this study were not demonstrating the teacher leadership skills and dispositions mentioned by Wenner and Campbell (2016) or seeing them as a normal part of an unpromoted teacher's duties.

5.2.2. Questionnaire responses

The questionnaire responses also gave a clear indication that teachers are overwhelmed by their present levels of work. The review of local authority actions to tackle undue workload in schools conducted in 2016 reported that despite the completion of two previous reports, further work is needed to support teachers (Scottish Government, 2016, p.7).

5.2.3. Teachers' perceived work pressures

In answering Research Question 1, teachers' initial comments suggest their perspectives on the need to transform primary schools through enhancing their leadership is influenced for some teachers by their present work pressures. As a result, these teachers elected to offer only small innovative piecemeal developments, rather than adopting the beginnings of holistic change, including consideration of learning, teaching and pedagogy. As long as teachers remain on minimum time for preparation (which appears inflexible for all teachers), nothing more than piecemeal change seems possible. The inspiring potential of teachers engaged in bottom-up approaches to improvement together with enhanced teacher creativity, as espoused by Torrance, Notman and Murphy's (2016, p.42) notion of teacher leadership, is likely to remain unrealised without strategic system change and strong leadership at all levels.

5.2.4. Inconsistent responses from teachers in delivering Curriculum for Excellence at the pace needed

Other findings established that senior leaders believe that "finding additional time for teachers is an important part of their job" (Primary school A, Senior leader focus group comment) They comment that most teachers have embraced Curriculum for Excellence and are committed to school improvement, many working well beyond their contracted time. Evidence from the questionnaire at the start of the study indicates that not all teachers are ready or able at this stage to deliver change at the pace needed to support the level of improvement required.

5.2.5. Focus group findings

The focus groups provided equally clear findings on teacher concerns about workload and lack of resources. The evidence gathered served to confirm questionnaire results that teachers consider they are overworked, under-appreciated and need more time to deliver the tenets of Curriculum for Excellence properly. To move unpromoted teacher identities towards exemplifying the nine characteristics quoted above in Chapter 2 (Danielson, 2007, p.44), new, clear and improved working conditions will be needed.

5.2.6. Documentation overload

From the plethora of documentation that primary teachers in Scotland have faced since 2012 (see Appendix 2), it was not a surprise to see that 80% of teachers do not feel knowledgeable about transformational methodologies.

5.2.7. Digital learning challenges

Education Scotland (2016), in their next steps from the latest review of tackling undue workload in schools (Education Scotland, 2016 p.7.) proposed that local authorities should ensure their schools have “access to sufficient broadband capacity and stable and reliable IT platforms”. The Scottish Government put a clear digital strategy in place in 2016, and are presently working in partnership with local authorities “regarding the use of digital technology in education and actively looking for opportunities to continually invest in a sustainable digital infrastructure; including the procurement of appropriate digital devices” (Scottish Government, 2016d, p.6). Teachers’ responses, however, suggest much more is needed to ensure a higher level of digital learning and, therefore, success in this important area of transformational change work.

5.2.8. Teachers’ views at present on unpromoted teacher leadership.

Nine percent of teachers commented in the questionnaire that “leadership is something teachers should do only if they want to”. This suggests that these teachers do not yet understand the difference between the role of senior leadership and their responsibility to develop teacher leadership, including for

example being involved in policy and decision making as part of their normal unpromoted duties (Wenner, and Campbell, 2017, p.146).

5.2.9. Teachers' perceived pressures from increasing inclusion

Both sets of unpromoted teachers had very strong views that children's learning is affected presently by the increased inclusion of more children with additional needs and that, as a result, behaviour in their schools is deteriorating. These responses show that at present some teachers may be clinging to teacher identities suitable for the past. They do not yet understand what teacher leadership is, as referred to in Chapter 2 (Wenner and Campbell, 2017, p.146), or how the ultimate teacher leadership goal must be to improve student learning and success. Curriculum for Excellence will not be able to achieve all it can unless all unpromoted teachers realise the totality of an unpromoted teachers' duties. Senior leaders believe they are approachable for teachers in need of support. Like the unpromoted teachers, they believe that "meeting the needs of every learner in the classroom is challenging", and teachers are suffering "because of lack of resources" and increased time spent on behaviour management (Primary school A, senior leader focus group). Senior leaders also acknowledge that they have more to do to deliver Curriculum for Excellence, including enabling teachers to visit other learning environments and ensuring that teachers' expectations move beyond asking for a framework or a ready-made scheme for learning. Both schools' senior leaders commented that there is not enough time to do everything that needs to be done.

5.3. Summary of the conclusions of teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership and increase the pace of change within Curriculum for Excellence

The following themes and subsequent recommendations in 5.5 emerged from the research to answer Research Question 2.

RQ2. What are teachers' perspectives on Education Scotland's new "Transforming Learning" approach being able to enhance teacher leadership and increase the pace of change within Curriculum for Excellence?

5.3.1. Teachers' responses to completing the "Transforming Learning" scoping and scanning toolkit

Teachers' responses to completing the toolkit headings within the Education Scotland scoping and scanning approach was very positive, with all teachers giving very detailed and strongly expressed responses (see Appendix 15) showing what they perceived were the striking features that needed improvement from their own experience of working in their school. What was more interesting was the extent to which views of unpromoted teachers overlapped in both primary schools, with both groups wanting to see better support for children with additional needs and the removal of bureaucratic tasks.

5.3.2. Teachers' responses to completing their chosen actions

Teachers embraced their chosen actions for improvement during the practical part of the study, adopting creative school improvement practices. Commendably, many teachers made the decision to offer extra time where they discussed together over coffee and planned how they would bring their actions to successful completion with proof of impact to demonstrate success. Nevertheless, as already stated in Chapter 4, both schools were not able at any stage to consider holistic integrated change to all or even most parts of the schools' work. Although both schools have teachers who are keen for change, neither school is ready for holistic transformation. The intervention that constitutes this project is an introduction to the importance of transformational change in learning and since this was only measured over a four-month period it is too short a period to measure what is a long-term process.

5.3.3. Research Question 2 findings

Findings for Research Question 2 were mixed. The negative comments heard in the focus groups (see Appendix 6) expressed by teachers at the start of the study continued to be reflected as teachers worked through the practical part of the study using the Education Scotland "Transforming Learning" approach.

5.3.4. Results from the final short questionnaire

In the final short questionnaire, 61% (17) of teachers commented that they didn't believe the "Transforming Learning" approach enabled them to make fast-paced change in learning. As suggested above, this may be because these teachers identify with a previous teacher identity, preferring to be led by top-down leadership with all the limitations this brings. They do not yet recognise teacher leadership as a normal part of their teacher leader duties and as argued by Torrance, Notman and Murphy (2016, pp.42-3), these teachers need a much clearer conceptualisation of what teacher leadership is and its purposes.

5.3.5. Teachers' creative ideas and agreed actions taken forward

Teachers in both schools showed many creative ideas and were keen to see their chosen actions completed well (see Appendix 10). As a result, they chose to offer more than their contracted hours, contrary to their initial responses. This study provides further evidence for the view in the Donaldson Report (Donaldson, 2011, p.14) that there is an urgent need to challenge teachers' roles currently, requiring all practitioners, "to be responsible and accountable and to be committed to lifelong learning and reflexivity". The choice of actions and practices agreed by both sets of teachers was more linked to an improvement of the present system, at best showing examples of innovation rather than transformation.

5.3.6. Limited use of research

Despite being encouraged to use research to support their agreed change actions, evidence from teachers in the final questionnaire (see Appendix 8) showed that 44% (12) teachers had used research to support their learning (see Appendix 9). This disappointing finding is despite the wide body of research knowledge available (see examples of this in Appendix 1) and reflects the complete unawareness of trends in the world's leading school systems that are increasingly encouraging their teachers to pursue evidence-informed practice (Dimmock, 2012).

5.3.7. Quality of teacher networking and professional learning

There are also questions arising as to whether teacher networking and professional learning was largely a superficial activity in both schools, although a good number of the teachers in this study showed enthusiasm and creativity in taking forward the tasks they selected. Hopkins' (2013, p.178) hypothesis that the teaching profession cannot be called an evidence-based profession stands in line with the results for this study, in that the results from both schools suggest that some teachers were yet to adopt enhanced professionalism in their roles, as perceived in the best school systems in the world, and that as a result, neither school was anywhere near ready for transformational change. A clear focus going forward is needed to ensure that every unpromoted teacher has the time to study appropriate educational research with a view to using research- and evidence-informed practices, and understands fully the wide range of duties that in the world's best systems are already part of a teacher's job. This includes the need to consider teacher leadership as part of their job and not see it as an add-on.

5.4. Summary of teachers' reactions to piloting the school design model, an intervention to transform schools and any impact from the use of the "Transforming Learning" approach.

The following themes and recommendations in 5.5 emerged from the research to answer Research Question 3.

RQ3. What are teachers' reactions to piloting the school design model, an intervention to transform schools? Can they show impact from the use of the "Transforming Learning" approach?

5.4.1. The intervention phase and its results

During the intervention phase of the study, teachers worked very well together to refine their views and opinions and to agree the practices to adopt by each teacher leader group. Both schools adopted small-scale, discrete innovations that could not be described as transformational. Although both schools achieved limited success, albeit over a short time span, both sets of teachers commented that lack of time and pressure of work curtailed the scale of change (see Appendix 10).

Teachers have been overwhelmed by policy initiatives over the last six years, hence it would be hard not to concur with their views on work pressures. Teachers' keenness to share their successes and continue their agreed innovations to the end of this study suggests that with more time and more support, much deeper transformational change could be achieved in future. These results support Hargreaves and Shirley (2012, p.53) comments that our assumptions for the future must be "that people are acting in good faith but need assistance and support to be more effective". Above all, however, high-performing school leadership is necessary to strategize and lead the process of transformational change in schools.

5.4.2. Results from the Associate Assessor report

The positive summary report led by the Associate Assessor at Education Scotland (see Appendix 11) and the local council adviser (see Appendix 12) both concur with each other, providing evidence that, although it was too early to be able to see the full impact of this work, overall good progress was evidenced. The practical part of the study suggests that taking forward teacher leadership responsibilities, where unpromoted teachers make improvements driven by their own ideas in partnership with their senior leader colleagues, have the potential with support as promulgated by Torrance, Notman and Murphy (2016, p.42) to drive forward new forms of pedagogy and innovative assessment practices and produce a more motivating workplace environment, all leading to transformational change.

5.4.3. Overall impact from the actions overtaken

Overall impact shown in the evidence from all the actions undertaken by teachers in each school has shown that, given agreed time to achieve this, teachers are prepared, keen and enthusiastic to lead change actions and practices to improve their learning environment. These results were achieved despite the clear reservations of a few teachers from each school at the commencement of the study.

5.5. Recommendations from the above findings

5.5.1. Recommendation 1: Provide teachers with additional time and professional development training, including the provision of clarity on the definition, purpose and requirement of teacher leadership for all teachers.

Evidence has been presented that to ensure the fullest implementation of Curriculum for Excellence, there is a strong need for teachers, promoted and supported by senior leaders and local authorities, to benefit from additional time and relevant high-quality professional development in school. This will include the development of, for example, participative leadership where teachers work alongside each other in a non-hierarchical way, the further development of research skills, and the development of an enabling teacher culture. There is a need for all teachers to understand the clear correlation between the need for high-quality teacher leadership, as espoused by Danielson (2007, p.44) and discussed in Chapter 2, and the successful implementation of transformational change.

This recommendation supports the Scottish Government's own prognosis that to achieve equity and excellence in Scottish education it needs to empower teachers, "who have space and time to deliver" (2016, p.1). This recommendation also ties in with Graham Donaldson's view (stated in Chapter 2) regarding teachers at present "not having sufficient understanding or sufficient time to generate appropriately challenging and relevant content" (Donaldson, 2014, p.185.). Achieving Donaldson's vision will allow teachers to consider new approaches to learning and teaching to enable children with additional needs to participate fully and successfully in a mainstream school. Even if time is created by school leaders and local authorities, there is still a question of who can provide the expertise and training to support teachers to improve. To date, there is still much more room for better collaboration between local authorities, schools and local universities, especially those who offer teacher training already. University faculties could offer more tailored choices through the increase of new part-time courses. These would support career-long professional development adding to a teacher's annual personal development portfolio.

5.5.2. Recommendation 2: Ensure continuity of policy generation and a hiatus in generating new support documentation

There is a need for a period of continuity of policy generation to be agreed by strategic leaders within local and national government. This would ensure that teachers get the opportunity and breathing space to make best use of all the documentation already in the system. This will also provide teachers with the confidence that there will be a hiatus in further support documentation being added in the next session. Accordingly, this would bring an end to the “layer upon layer approach” described by Chrispeels (1997, p.34) that has been a significant part of Curriculum for Excellence development to date. This recommendation also chimes with the update report reviewing local authorities’ actions to tackle the undue workload in schools. In its list of next steps, Education Scotland has streamlined “the amount of national guidance on the Education Scotland website” (Scottish Government, 2016, p.7). Education Scotland web services were based on an original corporate site that had grown to over 45,000 pages of information, as well as 50 topic-specific microsites. By the end of 2016, these pages had been reduced by 80%. Teachers in this study stated that they still do not have enough time to study the documents and implement their learning. Unpromoted teachers need more opportunities to understand what transformational change is and its importance in ensuring that Curriculum for Excellence can achieve its full potential to transform learning and teaching to prepare children and young people in Scotland for life and work in the 21st century. This supports Donaldson’s demands for teachers “to be responsible and accountable and to be committed to lifelong learning and reflexivity” (Donaldson, 2011, p.14).

5.5.3. Recommendation 3: Increase teacher and additional support staff

In light of both schools’ comments regarding the addition of more children with additional needs, local authorities need to consider how to increase their primary teacher and additional support staff numbers. This would support primary teachers to reduce their present high workload, as described by them in the questionnaires and focus groups. In addition, for the large number of primary teachers now facing significantly higher numbers of children with additional needs, it is essential that local authorities enable teachers to receive regular

professional learning including the opportunity to learn from participation in professional learning communities. Participation in a learning community can develop teacher confidence and enable collaborative learning, taking on new teacher responsibilities in line with the world's leading systems. This will also support teachers to put in place the necessary new teaching methodologies to teach the wider range of learning needs within a classroom.

5.5.4. Recommendation 4: Improve the quality of digital learning and digital resources

A significant improvement in the quality of digital learning and digital resources to support transformational change in learning is recommended. There is a strong need to consider how to multiply very “small pockets of excellence” (Froumin and Kasprzhak, 2017, p.40) appearing across the country. Headteachers have the lead responsibility to realise the potential of digital learning, including sharing ideas and resources through better school and local partnership networking. This will only be maximised through a collaborative approach with local authorities and the Scottish Government. It will also help overcome, as Harris and Jones (2016, p.3) argue, “the tendency for systems to hold fast to the educational practices and pedagogies of a previous age”. It is to be hoped that the newly formed Regional Improvement Collaboratives set up by the Scottish Government in 2017 will be able to monitor and support the on-going improvement that is necessary.

5.5.5. Recommendation 5: Ensure unpromoted teachers have a clear understanding of their duties, including adopting teacher leadership practices

More work is needed to ensure that all teachers can define the roles within teacher leadership as defined in Chapter 2.5.2 and understand that teacher leadership responsibilities are demonstrated in the best modern school systems in the world as a normal part of unpromoted teachers' duties and not an add-on. This supports the Donaldson Report recommendation that there is an urgent need to challenge teachers' roles, requiring all practitioners, “to be responsible and accountable and to be committed to lifelong learning and reflexivity” (Donaldson, 2011, p.14). It also supports the Scottish Government position that “leadership capacity doesn't just emerge, it needs to be built and requires modelling by leaders” (Scottish Government, 2017a, p.25). New teachers arrive in schools with strong

skills in a variety of areas. These skills should be both developed and utilised, as an obligatory part of unpromoted teacher leadership. There is a need to shift the perception of unpromoted teachers merely as givers of content to that of innovative, important professional teacher leaders involved in policy and decision making, who can address contemporary educational challenges through creativity, reflection and collaborative enquiry. The completion of this small study demonstrates that to date there are teachers who do not yet understand what teacher leadership is, the skills, dispositions and attitudes that define its roles, and how it can enhance the effectiveness of teaching and learning. The full application of the capabilities and attributes within Curriculum for Excellence can only be achieved through reliance on high-quality teacher leadership at every level. This will need to be driven by stronger emphasis on teacher leadership training from Initial Teacher Education faculties in Universities, together with strong support for this from local authority and senior school leaders.

5.5.6. Recommendation 6: New working conditions for teachers

In the light of the negative comments on workload received from 50% of the teachers participating in the study, the implications demonstrate a clear need for a wide group of stakeholders, teachers and strategic leaders to work alongside the Scottish Government to reconsider the working conditions of all teachers in Scotland. All teachers deserve the conditions and duties compatible with teacher responsibilities in the 21st century. This will enable teachers to work collaboratively within and between schools to develop a fully-functional growing transformational education system and thus deliver the fullest vision for Curriculum for Excellence. It is noted that the previous conditions were agreed in 2001 in the McCrone report (Scottish Government, 2001).

5.6. Implications of the findings and recommendations for teachers and school senior leaders

Research on 21st century innovative learning environments is important because with the pace of change in the 21st century, Scottish education has still to realise the potential of transformational change in learning and teaching. Whilst there is recognition of the strength of feeling from teachers about their workload and

incumbent pressures, there are also further questions to be answered on whether teachers in Scotland are able to recognise and be empowered to demonstrate the skills dispositions and attitudes that define high-quality teacher leadership. There is also the question of whether present teacher contracts are fit-for-purpose to secure the necessary pace and change needed. Teachers' perceptions of their pressures may be linked to a desire to return to a previous teacher identity where senior managers took all the responsibility. This model is outdated and can never achieve the ideals of Curriculum for Excellence. It needs to be replaced by a teacher leadership model where all teachers see leadership as a normal part of their teaching duties and thus generate creative and innovative practice linked to their own teaching context. The responses from teachers in this study suggest there is further work for strategic leaders to ensure that teachers are given enough time to be fully conversant with the totality of the duties of a classroom teacher, including the responsibility to adopt research- and evidence-informed practices and continuous professional development as part of their job. For the above recommendations to be implemented there would be clear financial implications for local authorities - something that will be difficult in what are very challenging times for them presently.

In addition to achieving real and meaningful change, there will need to be change at all levels from national politicians, educational bureaucrats, civil servants, school inspectors, to headteachers and classroom teachers. Those working at all levels need to understand what is meant by creating schools as innovative learning environments for the 21st century. Thereafter, there is a need for increased partnership work, better expanded networks and more focused teacher leadership development to spread and implement new transformational practices. Innovative approaches to teaching and learning and to what modern teacher identity looks like, must be reflected strongly in pre-service teacher training. It is to be hoped that the new Regional Improvement Collaboratives, set up by the Scottish Government as part of their improvement agenda, will demonstrate clarity on what transformational change looks like. Without all levels of practitioners within the system understanding fully their responsibility to create schools as innovative learning environments suitable for the 21st century, then Scotland will lag behind other more forward-thinking nations. This will mean that children will have fewer opportunities to develop as "active learners" as promulgated by Dimmock (2000,

p.189), “with management arrangements that empowers teachers” (Hargreaves and Hopkins, 1991, p.79). In addition, this will lead to what is described by Fullan (2001a, p.109) as the “absence of innovations but the presence of too many disconnected, episodic, piecemeal, superficially adorned projects”. Rather, as discussed by Dimmock when considering the design of the learning-centred school, what is needed is:

Strategic leadership needs to be combined with transformational leadership to ensure that plans and initiatives are actioned. Both aspects of leadership characterise the learning centred school, an organisation which is adaptive, responsive and flexible in its teaching and learning model

(Dimmock, 2000, p.263).

In addition, further research is needed on transformational change in teaching and learning applied to the Scottish context. There would be benefits from research completed within Scotland but there would also be further gains from the completion of a comparative approach, with say Ontario or Singapore, enabling Scottish educators to learn from other more successful systems.

5.7. Reflections on the research process and the findings from this

When designing this research, I was quite clear at the beginning of the process that Curriculum for Excellence was not yet implemented to its full potential. I wanted to explore whether unpromoted classroom teachers could be empowered through teacher leadership to put in place important change, supported by the use of the Education Scotland “Transforming Learning” approach. I became aware very quickly that, although the approach is useful for those teachers who are ready to adopt transformational change practices, the approach is not useful for the 50% of teachers who already feel swamped by present day-to-day tasks. Successful transformational change will only work when all teachers in a school are involved. Surprises that emerged from this study were the strength of feeling expressed by teachers about their workload. The extent of the feeling expressed by teachers in both schools right at the beginning of the study did not alter at any time during the study, despite teacher willingness to participate. It appears quite clear that

transformational change in learning and teaching can only happen when the above suggestions for teacher leadership and for improving teacher study time and workload are applied. These improvements, however, are just pre-conditions. The real change, however, is needed in professional development and there must be major changes in teacher and headteacher roles, supported by school inspectors and system level support. I had assumed that almost all teachers would be very keen to participate in the study. As the research progressed, I quickly realised that the perceived pressures around lack of time, lack of resources and what they consider to be excessive paperwork impacted on what the participating teachers would be able to give to the study. Although these issues and working conditions need to be addressed for Scottish education to compete successfully in this century with other high-performing education systems internationally, expert Scottish leader and teacher practitioners and high-quality professional education developers are also needed, alongside system bureaucrats who have a clear vision of the necessary improvement.

The value of this research to both sets of teachers is that they know that the pressured “layer upon layer” approach, that was often too time-consuming to endure, has been recognised. Even more so, in laying out evidence of the pressures teachers perceive they are under, my hope is that this research will contribute to a wider demand for a new teachers’ report that will review teachers’ working conditions and salaries to suit the 21st century.

Finally, I hope the findings will reinforce other evidence to enable local authorities - while financially challenged - to provide more meaningful career-long professional learning, which mirrors the experiences and outcomes, attributes and capabilities needed by children and young people. If we want Scottish children and young people to have the skills that are needed for the 21st century, then it has to commence with the assurance that our teachers already have these teacher leadership skills, including well-crafted digital skills. We also need teachers who believe they have the time, the high-quality professional learning, and the passion and excellence to deliver the best for Scotland’s learners.

The successful implementation of transformational change in schools is reliant upon both local and national agreements in partnership with teachers. As I

complete this study, I reflect that without more work between senior local authority leaders to find out the perceived pressures of unpromoted teachers and ensure the acquisition of high-quality teacher leadership skills as a given, there is little likelihood of the complete and successful transformation of the Scottish Curriculum through Curriculum for Excellence.

5.8. Limitations

This research has four main limitations:

Firstly, I regret not videoing the responses of the focus groups, as doing this would have enabled me to comment on the body language that is missing from the comments as they are interpreted. A number of comments offered about the stresses and strains perceived by the teachers were delivered passionately and this would have been expressed more strongly had I been able to comment on the voice inflections and mannerisms of the participants.

Secondly, this is a small study looking at two primary schools in the same local authority. What is unknown is whether the resulting similarities between the two schools was merely coincidence or whether the views as expressed by teachers would be reflected across the city, let alone a country with so many contrasting contexts and conditions. The introduction of the Education Scotland “Transforming Learning” approach as a key part of the intervention ended up being less useful for around 60% (21) of the teachers than was hoped at the beginning of the study. Although this was reflected in their negative comments before the approach was introduced, what this indicates is that teachers need further continuous professional learning to understand the breadth of duties including teacher leadership duties to be undertaken by a modern unpromoted member of staff.

Thirdly, time limitations prevented more robust implementation of the interventions in the schools. The study was completed over a four-month period and, although the teachers have confirmed they are continuing to develop their new practices, it would be valuable to re-visit both schools after at least a year to see what further improvements have been achieved.

Fourthly, the study sampled two case study primary schools with the questionnaire data treated together. This means that the findings are specific to these two case studies only and, as such, may not be generalisable to other schools.

5.9. Further research and new knowledge on the topic

With regard to further research in this area of work, it is recommended that this study be followed up by a larger scale sample, comprising schools in different contexts within Scotland - large city, small cities, large towns, and rural towns and villages. Both quantitative and qualitative methods would enable more robust data to be gathered and interventions evaluated longitudinally over longer time periods.

Further studies of transformational change need to be undertaken from a whole-school perspective, including both unpromoted teachers and middle and senior leaders. It is important to emphasise that it is the whole school that needs to change, not a particular group within it. Transformational change is deep and meaningful change. It has a long-term goal over a period of five to ten years. Further work is needed to see how all levels of staff - including unpromoted classroom teachers - can be much better supported to enable them put in place the real and meaningful change necessary, as described so eloquently by Dimmock and Goh (2011, p. 219) in Chapter 2, but not yet able to be applied in any meaningful way in either of the two case study schools participating in this study.

In terms of the future engagement of research in this area, I feel that having explored teachers' views on their present job conditions, it would be of value to study why unpromoted teachers feel under such great pressure and whether their perceptions of unpromoted teachers' duties are fit for purpose in the 21st century. To date, the body of knowledge on the development of unpromoted teacher leadership in Scotland to enable teachers to support transformational change is embryonic. Further study should be carried out by politicians and local authorities to understand the importance of policy makers in creating the conditions needed to enable unpromoted teacher leaders to succeed in taking forward high-quality learning and teaching fit for the 21st century. This includes putting in place high-quality system level policies for school improvement and transformational change,

supported by world-class teacher training and excellent career-long professional learning. To ensure the highest calibre of entrants to teaching, there will need to be suitable salaries and more modern working conditions. World-leading education systems already have these requirements in place.

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Appendices

Appendix 1: Quotations from eminent educationalists on transformational change

Examples of practices which some of these scholars consider are part of the educational canvas to support the move towards transformational change.

David Hargreaves, David Hopkins The Empowered school (1991) (P79) (P93)	Clive Dimmock Designing the learning-centred school (2000) (p189) (p191) (p217) (p257) (p263)	Michael Fullan Leading in a culture of change (2001b) (P44) (p40) (p86) (p109) (p136)	Brian J Caldwell, Jim M Spinks Raising the Stakes (2008) (p7) (p32) (p85) (p177) (p180)	Andy Hargreaves The Global Fourth Way Hargreaves (2012) (P15) (p27) (p53)
<u>The Enhancement of Expertise</u> <ul style="list-style-type: none"> Recognise and build strengths Assess and remedy limitations Plan and execute change by manageable steps Devise systems of quality assurance that link accountability to school improvement 	<u>New perceptions of teaching and learning</u> <ul style="list-style-type: none"> Students become workers, active learners and. occasionally teachers. Teachers, for their part assume a stronger learning orientation than in the past. 	<u>Reculturing</u> <ul style="list-style-type: none"> “Transforming the culture - changing the way we do things here-is the main point” <u>The implementation dip.</u> <ul style="list-style-type: none"> One of our most consistent findings and understandings about the change process in education is that all successful schools experience “implementation dips) as they move forward. 	<u>Transformation</u> <ul style="list-style-type: none"> Schools cannot achieve expectations for transformation by acting alone or operating in a line of support for the centre of a school system to the level of the school, classroom or student. Horizontal approaches are more important than vertical approaches , although the latter will continue to have an important role to play. The success of a school depends on its capacity to join networks of federations to share knowledge , address problems and pool resources. 	<u>Benchmarking</u> <ul style="list-style-type: none"> The most significant contribution of international benchmarking is to inquire into and to learn from the exemplary performance of others. <u>Current challenge</u> <ul style="list-style-type: none"> Our current challenge is to develop innovation within our schools while continuously improving them. We need to harmonise incremental improvements and disruptive innovations
<u>The revitalisation of the school’s culture</u> <ul style="list-style-type: none"> Promoting a shared vision for the school Creating management 	<u>The Reflective teacher</u> <ul style="list-style-type: none"> The teacher as reflective practitioner is a meaningless concept unless teachers first have knowledge of sound 	<u>Knowledge building:</u> <ul style="list-style-type: none"> Establishing knowledge-sharing practices is as much a routine to creating collaborative cultures as it is 	<u>A model for alignment for transformation to be achieved.</u> <ul style="list-style-type: none"> <i>Intellectual capital</i> refers to the level of knowledge and skill of those who work in or for the 	<u>Six distinctive features of the Fourth way of leadership</u> <ul style="list-style-type: none"> professional and political capital courageous leadership innovation with improvement

David Hargreaves, David Hopkins The Empowered school (1991) (P79) (P93)	Clive Dimmock Designing the learning-centred school (2000) (p189) (p191) (p217) (p257) (p263)	Michael Fullan Leading in a culture of change (2001b) (P44) (p40) (p86) (p109) (p136)	Brian J Caldwell, Jim M Spinks Raising the Stakes (2008) (p7) (p32) (p85) (p177) (p180)	Andy Hargreaves The Global Fourth Way Hargreaves (2012) (P15) (p27) (p53)
<p>arrangements that empower</p> <ul style="list-style-type: none"> • Providing for every teacher a role in the management of the school and opportunities for leadership • Encouraging everyone involved to have a stake in the school's continuing improvement • Generating the commitment and confidence which springs from success. 	<p>practice as a basis on which to reflect</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • In most schools and school districts throughout the Anglo-American world (and beyond) too little is invested in ongoing professional development and too much on 'one -off' workshops or talks. Teachers in many systems have minimal non-contact time for collaborative planning. 	<p>a product of the latter. This means the organisation must frame the giving and receiving of knowledge as a responsibility and must reinforce such sharing through incentives and opportunities to engage with it.</p>	<p>school, all of whom should be at the forefront of knowledge and skill.</p> <ul style="list-style-type: none"> • Social capital refers to the strength of formal and informal partnerships and networks involving the school, parents community, business and industry, indeed all individuals, agencies, organisations and institutions that have the potential to support and, where appropriate, be supported by the school. • Spiritual capital refers to the moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning. • Financial capital refers to the monetary resources available to support the school as it seeks to achieve transformation, securing success for all students. • Governance is concerned with the formal decision-making processes of the school and their interaction with civil society. 	<ul style="list-style-type: none"> • intensive interaction • culture of inquiry, and • professionals as intellectuals. <p><u>The six Pillars of Purpose</u></p> <ol style="list-style-type: none"> 1. <i>an inspiring dream</i> that moves a nation or a system forward and places teachers in the forefront of shaping that nations; or system' future. 2. <i>Education as a common public good</i> that secures widespread support and participation for the vast majority of the people. 3. <i>A moral economy of education</i> that provides sufficient resources to boost the system's capabilities wherever it can, and makes prudent economies in areas that do not undermine educational quality or equity, whenever it must; 4. <i>Local authority</i> within the broad central parameters, as a process of public engagement, a way to respond to diverse communities, and a means to forge collective professional

David Hargreaves, David Hopkins The Empowered school (1991) (P79) (P93)	Clive Dimmock Designing the learning-centred school (2000) (p189) (p191) (p217) (p257) (p263)	Michael Fullan Leading in a culture of change (2001b) (P44) (p40) (p86) (p109) (p136)	Brian J Caldwell, Jim M Spinks Raising the Stakes (2008) (p7) (p32) (p85) (p177) (p180)	Andy Hargreaves The Global Fourth Way Hargreaves (2012) (P15) (p27) (p53)
				<p>responsibility for curriculum development and school-to-school assistance.</p> <p>5. <i>Innovation with improvement</i> as a disciplined and integrated process, nota as a set of mutually exclusive options , or necessary sequential stages;</p> <p>6. <i>Platforms for change</i> that enable people to have the capacities to help and develop themselves, rather than pipelines for delivering reform for the centre to the schools.</p>
<p>Construction</p> <ul style="list-style-type: none"> • The number of priorities chosen is very small. • There are both root innovations and branch innovations. • Branch innovations are restricted as far as possible to those that cannot be postponed. • Root innovations are selected to support the inescapable branch innovations, and special attention is given to root innovations that require 	<p>Better use of facilities</p> <ul style="list-style-type: none"> • Learning-centred schools make better use of their facilities including libraries and computers, as easily accessible as possible. That may entail opening longer hours , including holidays and weekends. 	<p>Disturbance</p> <ul style="list-style-type: none"> • In schools, for example, the main problem is not the absence of innovations but the presence of too many disconnected, episodic , piecemeal, superficially adorned projects. 	<p>The environment for educational change</p> <ul style="list-style-type: none"> • “While higher expectations may be the key driver of educational change, they work in unison with other factors within the overall education environment, including better practices in teaching and learning, the nature of schooling and technology”. 	<p>Collective responsibility</p> <ul style="list-style-type: none"> • “The test scores, spreadsheets and data warehouses are increasingly common in other countries are poor proxies for the intense personal and professional knowledge that comes for strong classroom relationships with children and clear senses of collective responsibility among colleagues”.

David Hargreaves, David Hopkins The Empowered school (1991) (P79) (P93)	Clive Dimmock Designing the learning-centred school (2000) (p189) (p191) (p217) (p257) (p263)	Michael Fullan Leading in a culture of change (2001b) (P44) (p40) (p86) (p109) (p136)	Brian J Caldwell, Jim M Spinks Raising the Stakes (2008) (p7) (p32) (p85) (p177) (p180)	Andy Hargreaves The Global Fourth Way Hargreaves (2012) (P15) (p27) (p53)
changes to the management arrangements. • Short term planning is determined in the light of longer-term goals.				
	<u>Involvement of all</u> • Ability and willingness to involve all participants in the school community, especially teachers, students and parents, reflects the school leaders awareness of the importance of democracy and equality in building a healthy school climate for enhancing teaching and learning.	<u>Partnerships</u> • One of the main conclusions I have drawn is that the requirements of knowledge societies bring education and business leadership closer than they have ever been before.	<u>The future</u> • “the challenge to the status quo is the challenge of securing success for all students in all settings”....”there is general acceptance that things must be done differently in the future...”	
	<u>Strategic leadership</u> • Strategic leadership needs to be combined with transformational leadership to ensure that plans and initiatives are actioned. Both aspects of leadership characterise the learning centred school, an organisation which is adaptive, responsive and flexible in its		<u>Raising the stakes</u> • Programmes for school improvement are important , but it is time to raise the stakes and move from satisfaction with improvement to accepting the challenge to reform. There is too much at stake to aim for less if we are concerned for the wellbeing of all learners who are the global citizens of the future.	<u>Presumption of good faith</u> • High performing countries believe that when there is a problem, the first presumption must be that people are acting in good faith but need assistance and support to be more effective.

David Hargreaves, David Hopkins The Empowered school (1991) (P79) (P93)	Clive Dimmock Designing the learning-centred school (2000) (p189) (p191) (p217) (p257) (p263)	Michael Fullan Leading in a culture of change (2001b) (P44) (p40) (p86) (p109) (p136)	Brian J Caldwell, Jim M Spinks Raising the Stakes (2008) (p7) (p32) (p85) (p177) (p180)	Andy Hargreaves The Global Fourth Way Hargreaves (2012) (P15) (p27) (p53)
	teaching and learning model.			

Appendix 2

Examples of the large amount of “layer-upon-layer” of education publications from 2012-2016.

2013:

- Health and wellbeing: The responsibility of all 3-18 curriculum impact review (September 2013)
- The Sciences 3-18 curriculum impact review: 2013 update (September 2013)
https://education.gov.scot/improvement/Documents/Sciences/SCI14_SciencesCurriculumImpact/sciences-3-to-18-2013-update.pdf
- Creativity across learning 3-18 curriculum impact review (September 2013)
https://education.gov.scot/improvement/Documents/Creativity/CRE1_WhatAreCreativitySkills/Creativity3to18.pdf
- Social studies 3-18 curriculum impact review: 2013 update (September 2013)
<https://education.gov.scot/improvement/Documents/SocialStudies3to182013Update.pdf>
- Curriculum for Excellence national expectations: Self Evaluation resource QI 5.1 Curriculum and QI 5.9 Improvement through self-evaluation (Education Scotland, Crown copyright 2012)
- Curriculum for Excellence briefing papers 1 to 17 on a variety of themes. These began in 2012 and continued on a regular basis until 2016.
[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/CfE%20Briefings](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/CfE%20Briefings)

2014:

- Religious and Moral Education 3-18 curriculum impact report (February 2014)
<https://education.gov.scot/improvement/Documents/rme30CurriculumImpactReviewRME.pdf>
- Making Sense: Education for children and young people with dyslexia in Scotland (May 2014)
<https://education.gov.scot/improvement/inc37making-sense>
- Children and Young people (Scotland) Act 2014

2015:

- Literacy and English 3-18 curriculum impact review (April 2015)
<https://education.gov.scot/improvement/Documents/lit18-3to18-Curr-Review-Litand-Eng.pdf>
- Technologies 3-18 curriculum impact review: Building Society - Young people's experiences of and outcomes in the technologies (March 2015)
<https://education.gov.scot/improvement/Pages/tec8-technologies-impact-report>.
- Career Education Standard September 2015
<https://www.education.gov.scot/improvement/Documents/dyw2-career-education-standard-0915.pdf>

2016 -2017:

- The National Improvement Framework, published in January 2016,
<http://www.gov.scot/Resource/0049/00491758.pdf>
- Quality improvement in Scottish Education (QUISE report)
- Benchmarks for Curriculum for Excellence
- [How good is our school? \(fourth edition\) - Education Scotland](#) (2016)
- Curriculum for Excellence A statement for Practitioners from the Senior chief Inspector
<https://www.education.gov.scot/improvement/Documents/cfestatement.pdf>
- Making maths Count published September 2016
<http://www.gov.scot/Resource/0050/00505348.pdf>

Appendix 3: Timeline for the work to be completed

The initial timeline timings for all the practical work to be completed. This was shared with both Headteachers and subsequently all teachers participating in the study
<p>The following actions will be overtaken to offer the information needed to complete and confirm the MPhil questions and in turn this completed work will filter into the completion of the thesis.</p> <p>1. Meeting with both Headteachers separately to discuss the practical work to be completed as part of the study</p>
<p>2. Workshop 1 on transformational change in learning completed in both schools.</p> <p>Training will be given using an informative Powerpoint which looks at why we may be considering change is necessary. Included within this will be the high level messages from the Clive Dimmock research linked to the Singapore model. This training will be offered in a two hour session end onto the school day in both schools.</p> <p>The purpose of this work will be to enable all teachers participating in the forthcoming Transforming Learning approach to be better acquainted with what is already commencing in a few other countries and to therefore be more understanding of why there may be a reason for Scottish practitioners to transform learning and teaching in Scotland.</p> <p>I am interested in finding out teachers perspectives at the commencement of the research. This should help me be better able to measure the impact of the work better at the end of the processes. I also want to help teachers participating to have a reasoned starting position for the research by ensuring they see beforehand what is happening in a few other education systems.</p>
<p>3. The completion of a 40 item questionnaire to ascertain the views of teachers at the commencement of the study. The purpose of the questionnaire is to collect information on teachers' present experience as transformational leaders, on their educational interests and on their present opinions on their responsibility to be part of a transforming school. The time frame to complete the questionnaire will be during one 2-hour session end onto the school day as agreed by the two Headteachers, the teachers and as part the Scottish school teachers' working time agreement.</p>
<p>4. The completion of four separate focus group meetings to get a deeper understanding of teachers' views at the commencement of the study linked to Research Question 1.</p>
<p>5. Workshop 2 on the use of the Transforming Learning approach completed in both schools.</p> <p>This session will be for two hours and again on to the end of the school day. It will include a full appraisal of the Education Scotland "Transforming Learning" approach, including a practical scoping and scanning session which will give us a detailed understanding of where teachers are at the commencement of the study. During this session all teachers will describe what they consider remains important and what needs to change in order that learners experience the</p>

<p>highest quality of learning and teaching suitable for learners to develop and achieve the skills for life and work in the 21st century. The data from the evaluations from this work would be collated and shared with all teachers to exemplify what practitioners in the two primary schools considered were the important aspects of change needed in their present learning environment. At the end of this session teachers will work together in small groups to refine their ideas and decide which change actions will support their school best over the next school session.</p>
<p>6. Meeting 4 to hear the developments by teachers to date in both schools and the way forward for their chosen actions.</p> <p>Teachers then meet for a subsequent session in their chosen groups and discuss which of the actions they wished to take forward in their school's first year of using the approach. The actions chosen were also linked closely to the work of each of the school's improvement plans. They were also actions that support the Scottish Attainment Challenge and the National Improvement framework. Again this session will last for two hours and will include a discussion with each group. Actions to be put in place will now be finalised and the research practical work will now commence. Over the next four months teachers will have time to work on the completion of their agreed actions. I will visit the two establishments during this time but only in an informal capacity to see how the project work is developing and answer any questions appearing as the work develops.</p>
<p>7. Meeting 5 to discuss ongoing progress completed in both schools</p> <p>After another session with the project lead to consider how to take forward all the actions, the teachers finalised their ideas on how they would complete their agreed tasks.</p> <p>School 1: Primary School A teachers elected to:</p> <ol style="list-style-type: none"> 1. Consider ways to put in place improvements to support inclusion. 2. Improve the quality of digital learning across the school. 3. Improve the quality of the outdoor classroom area. <p>School 2: Primary School B teachers elected to:</p> <ol style="list-style-type: none"> 1. Promote and achieve a better provision to support inclusion better. 2. (Family Learning) Raise attainment in learning through improvements in homework tasks. 3. (Literacy) Promote the highest and most innovative methodology and activities leading to improved impact in reading.
<p>8. Meeting 6 to discuss latest progress with both staff working together this time to share the latest developments to date and help each other go forward. Teachers from both schools will come together and share with each other how their actions are developing. This will happen during an in-service day to enable teachers to travel easily between schools and without affecting learning and teaching time.</p>
<p>9. End on to the actions being completed a review evaluation sheet will be completed by the Headteacher of each school giving their own evaluations on the completed work and the detail of any initial impact from the actions to date.</p>
<p>10. Review of the study to date noting any early impact.</p> <p>To complete the study I will visit the school with an independent HMI colleague and a member of the Education Authority for a short meeting with the senior managers. We will listen to the</p>

comments from them on the short report written about the impact of the work to date. The independent colleague attending will then confirm agreement on the early impact if any of the actions already completed by teachers and learners.

Thereafter I will complete all the write-up in the research thesis to show the successes and further developments needed for the project.

Appendix 4: Questionnaire 1

Questionnaire 1 with 40 items

Responses by item:
<ul style="list-style-type: none">Teachers views on the implementation of Curriculum for Excellence at present in the school. (Question (Q). 1 to 11)
<p>Item 1 - I am presently implementing Curriculum for Excellence in full.</p> <p>24 teachers agree or strongly agree with this statement and 8 disagree or strongly disagree with the statement.</p> <p>Item 2 - I believe there is much more to do before Curriculum for Excellence is implemented in full in this school.</p> <p>20 agree or strongly agree with this statement and 13 disagree or strongly disagree with the statement.</p> <p>Item 3 - All learners in this school experience activities that meet their learning needs in preparation for their future lives.</p> <p>No member of staff strongly agreed with this statement. 15 teachers agreed and 15 disagreed or strongly disagreed. 5 teachers were unsure how to respond.</p> <p>Item 4 - I have adequate preparation time to put in place new Curriculum for Excellence courses e.g. skills for work.</p> <p>No teacher strongly agreed with this statement. 5 agreed with the statement and 28 disagree or disagree strongly.</p> <p>Item 5 - I feel I need to adopt more innovative teaching methods.</p> <p>20 teachers agree or strongly agree with this statement. 11 disagree or strongly disagree.</p> <p>Item 6 - I make research on aspects of teaching a regular part of my ongoing career-long personal learning (CLPL).</p> <p>21 teachers agree or strongly agree with this statement. 12 disagree or strongly disagree.</p> <p>Item 7 - I am satisfied with the reporting and tracking systems in place to support learning and teaching in my classroom.</p> <p>No one strongly agrees with this statement. 16 agree with the statement and 15 disagree or strongly disagree.</p> <p>Item 8 - I need to be more involved in school leadership to enable further implementation of Curriculum for Excellence.</p> <p>7 teachers agree or strongly agree with this statement. 22 disagree or strongly disagree.</p> <p>Item 9 - All children in our school are well prepared at present with the workplace skills and competencies to achieve a positive future after school.</p> <p>No one strongly agrees with this statement. 6 agree with the statement and 24 disagree or strongly disagree.</p> <p>Item 10 - Classroom practices in this school remain predominantly set in traditional methodology.</p> <p>6 teachers agree or strongly agree with this statement. 24 disagree or strongly disagree.</p> <p>Item 11 - There is a balance in this school between teacher-led and student-led learning.</p> <p>6 teachers agree or strongly agree with this statement. 24 disagree or strongly disagree.</p>

- **Teachers views of their teaching role at present - (Q. 12 to 25)**

Item 12 - I have regular leadership opportunities to help develop our school curriculum.

19 teachers agree or strongly agree with this statement. 12 disagree or strongly disagree.

Item 13 - My workload enables me to be involved in transformational change.

10 teachers agree or strongly agree with this statement. 20 disagree or strongly disagree.

Item 14 - I am confident about my ability to lead change.

17 teachers agree or strongly agree with this statement. 13 disagree or strongly disagree.

Item 15 - I feel part of a team to make important improvements to our school.

25 teachers agree or strongly agree with this statement. 5 disagree or strongly disagree.

Item 16 - Teachers in our school are given opportunities to assume leadership roles to enable improvement.

30 teachers agree or strongly agree with this statement. 2 disagree or strongly disagree.

Item 17 - I place strong emphasis on digital competencies as part of my responsibilities for learning and teaching.

20 teachers agree or strongly agree with this statement. 12 disagree or strongly disagree.

Item 18 - I feel involved in developing new pedagogical practices in this school.

17 teachers agree or strongly agree with this statement. 12 disagree or strongly disagree.

Item 19 - Learners in my class are given opportunities to act as teaching/learning resources for one another.

28 teachers agree or strongly agree with this statement. 3 disagree or strongly disagree.

Item 20 - I have worked with our local authority to share curriculum developments.

14 teachers agree or strongly agree with this statement. 18 disagree or strongly disagree.

Item 21 - I have teacher colleagues in this school with whom I share ideas regularly.

33 teachers agree or strongly agree with this statement. 1 teacher member disagrees or strongly disagrees.

Item 22- I try to adopt innovative classroom layouts in keeping with modern classroom design.

22 teachers agree or strongly agree with this statement. 4 disagree or strongly disagree.

Item 23 - I have opportunities to affect educational policy in this school.

28 teachers agree or strongly agree with this statement. 11 disagree or strongly disagree.

Item 24- I consider myself a creative and innovative teacher.

27 teachers agree or strongly agree with this statement. 5 disagree or strongly disagree.

Item 25 - I strongly encourage the development of thinking skills in learners.

33 teachers agree or strongly agree with this statement. 1 disagree or strongly disagree.

- Possible challenges for teachers and promoted staff in their school at the moment - (Q. 26 to 29)

Item 26 - Teachers in this school are developing their skills in the latest digital technology to apply it in their learning and teaching.

12 teachers agree or strongly agree with this statement. 15 disagree or strongly disagree.

Item 27 - The amount of paperwork I need to complete, prevents me investing enough time in improving my teaching.

29 teachers agree or strongly agree with this statement. 2 disagree or strongly disagree.

Item 28 - The amount of time spent on curriculum planning should be reduced so I can invest more time in teaching and learning.

27 teachers agree or strongly agree with this statement. 5 disagree or strongly disagree.

Item 29 - Reading new policy documentation prevents me focusing enough time on teaching and learning.

16 teachers agree or strongly agree with this statement. 16 disagree or strongly disagree.

- Past and present Involvement and experience in Leadership - (Q. 30 to 34)

Item 30 - Parents in our school have opportunities to participate in the school's leadership.

21 teachers agree or strongly agree with this statement. 10% disagree or strongly disagree.

Item 31 - I am well informed about the importance of leadership skills that enhance teaching and learning.

20 teachers agree or strongly agree with this statement. 10 disagree or strongly disagree.

Item 32 - Leadership and management of change in our school should be exclusively the responsibility of senior leaders/managers.

3 teachers agree or strongly agree with this statement. 28 disagree or strongly disagree.

Item 33 - Presently in our school, leadership and change is mainly led by senior manager.:

22 teachers agree or strongly agree with this statement. 11% disagree or strongly disagree.

Item 34 - Most children in our school have opportunities to learn leadership roles.

19 teachers agree or strongly agree with this statement. 9 disagree or strongly disagree.

- Past and present involvement in transformational change - (Q. 35 to 40)

Item 35 - I believe that un-promoted teachers in our school should play a bigger leadership role in influencing changes in learning.

23 teachers agree or strongly agree with this statement. 5 disagree or strongly disagree.

Item 36 - I feel knowledgeable about transformational change methodologies.

6 teachers agree or strongly agree with this statement: 28 disagree or strongly disagree.

Item 37 - Transformational change in learning in our school is not necessary.

1 teacher agreed or strongly agreed with this statement. 26 disagree or strongly disagree.

Item 38 - I have had the opportunity to study innovative learning and teaching environments outside this school.

17 teachers agree or strongly agree with this statement. 17 disagree or strongly disagree.

Item 39 - I am not confident in implementing new ideas in teaching and learning and prefer to use traditional methodology.

3 teachers agree or strongly agree with this statement. 31 disagree or strongly disagree.

Item 40 - I have experience of leading transformational change actions in this school.

9 teachers agree or strongly agree with this statement. 23 disagree or strongly disagree.

Appendix 5: Focus group questions linked to Research Question 1

RQ1. What are teachers' perspectives on the need to transform Scottish primary schools through enhancing the teacher leadership of their unpromoted teachers?

<p>1. What is your view of the need the transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted staff?</p> <p><i>(Is everything that needs to be done being done? What else is possible in the system at present?)</i></p>
<p>2. Some people say that leadership should be reserved for those paid in promoted positions. How do you feel about taking more leadership responsibilities to implement change actions in your school?</p> <p><i>(What skills will you need to develop to be able to do this well?)</i></p>
<p>3. I understand that teachers involved in teaching and learning are worried about Curriculum for Excellence implementation and the increasing workload in place at present. What are your feelings on this?</p> <p><i>(Are teachers in this school more under pressure than they were 5 years ago- if so in what way?)</i></p>
<p>4. How much do you know already about innovative learning environments in other schools?</p> <p><i>(How much time are you able to set aside presently for research and learning and teaching improvements. In what way is your school an innovative learning environment at present?).</i></p>
<p>5. I invite you to consider whether there is a need to transform learning in your school, or whether you feel that Curriculum for Excellence achieves all its possibilities presently. What are your views on this?</p> <p><i>(Is there any dissatisfaction with the present system pressures that are hard to overcome? Is the present system equipping children well for the future workplace - if so how is this happening at present?)</i></p>
<p>6. Can you describe what Curriculum for Excellence would look like in your school if everything that could be put in place was in place?</p> <p><i>(What time is made available to share learning and teaching ideas with other practitioners here in Scotland and internationally?)</i></p>

Appendix 6: Excerpt of transcript and open coding for teachers and the researcher

Person commenting	Comments made. - The researcher's questions are in italics. (The questions were read out twice to give the teachers good opportunities for thinking time.)
Researcher question (RQ)	<p><i>What are teachers perspectives on the need to transform Scottish primary schools through enhancing the leadership of all teachers and in particular unpromoted teachers? Not just about Scottish primary schools it's about this primary school:</i></p> <p><i>What is your view of the need to transform Scottish primary schools through enhancing the leadership of all the teachers in the school and in particular you as unpromoted teachers?</i></p> <p><i>Is there a need to transform Scottish schools and indeed this primary school?</i></p>
Senior Leadership Comments (SLC) - including the headteacher, Depute Head Teacher and Principal Teacher	I may well change my view as this conversation goes on - but personally I feel there is too much in the curriculum / I feel that there is too much change / teachers are actually quite good at the job they do and if we were left to do the job which we were meant to be doing actually I think Scottish Education would look actually after itself in many ways. I feel if the Government / Education Department they keep bringing in new ideas. We are swamped - every night when you leave it's the only time I feel depressed when I leave school - I leave and that's something else I'm not doing it's something else we've not been trained to do it's something else that I don't fully know now I end up feeling worse. People I know who are retiring feel they were a rubbish teacher. Sometimes I feel there is change for the sake of change there's a lot of people saying we need to change this we need to change that instead of letting things work out which we already have in place.
Researcher question (RQ)	<i>Going back to that question are you saying there isn't a need to transform Scottish primary schools or enhance the leadership?.</i>
SLC	If I was giving a really basic answer I would say yes I don't think there is a need to change it. That's not to say I don't think we shouldn't all be trying to improve ourselves or we shouldn't all be trying to keep up with new ideas or looking at things. I think every teacher transforms themselves all the time - we do a lesson that was brilliant - you do a lesson and you think that lesson was great - oh I will try that again OMG that lesson fell flat on its face - the children weren't motivated and even I found it boring. All the time you are questioning yourself and if you are not then I think you have a problem as a teacher.
SLC	I don't know that giving unpromoted teachers more leadership is going to solve the problems that are in the school just now. New ideas come out more people give you more things to do but it's also the children that teachers are now having to deal with where 20 years ago they never. And you are not really

Person commenting	Comments made. - The researcher's questions are in italics. (The questions were read out twice to give the teachers good opportunities for thinking time.)
	<p>trained to deal with it in an hour and a half course in autism it's not training you to deal with autistic children. Or children who don't speak English or children who have various behavioural issues - we are expected to deal with them with little support and that's not a management thing that's funding basically down to money because they are cutting everything. You are expected to deal with all that and all the changes that you have mentioned which keep coming in as well and I think that's what is putting pressure on people and people feeling can't cope with this anymore or can't wait to get out of here at whatever time 5 o'clock or whenever.</p>

Appendix 7: Exemplar of the coding words and their link to the full transcription

Exemplar of the coding words used and thereafter the links from the full transcription text to the coding words (completed manually).

Focus groups – Linking the coding words to the comments within all four conversations
<p>Coding word 1: Learning:</p> <p><u>Comments from School A Primary Unpromoted Teachers' Comments (PUTC)</u></p> <p>Voice 1A: Learning is not as good as it can be - it's not as good as it used to be -.</p> <p>Voice 2A: Generally speaking I think because we have more and more children whose behaviour is interfering with learning their learning and everybody else's learning and your teaching. It's got a massive impact.</p> <p>Voice 3A: I think we need more support workers - yes.</p> <p>Voice 4A: I think the issue is that we don't have adequate support.</p> <p>Voice 1A: Nowadays they are not getting that chance it's more or less we are a security person or a babysitter.</p> <p><u>School A: Promoted teachers' comments:</u></p> <p>Voice 5A: I think that so much of the job now is not teaching and learning. That's what we get paid to do. Some days I go home and say. What did I do to take forward teaching and learning today? We have a different pressure.</p> <p>You learn every day. You don't ever stop learning.</p> <p>Voice 6A: Teach them how to think.</p> <p><u>School B: Primary Unpromoted teachers' comments (PUTC)</u></p> <p>Voice 1B: I feel there is too much in the curriculum. I feel that there is too much change / teachers are actually quite good at the job they do and if we were left to do the job which we were meant to be doing actually I think Scottish Education would look actually after itself in many ways. I feel if the Government / Education Department they keep bringing in new ideas. We are swamped - every night when you leave it's the only time I feel depressed when I leave school - I leave and that's something else I'm not doing it's something else we've not been trained to do it's something else that I don't fully know now I end up feeling worse. People I know who are retiring feel they were a rubbish teacher. Sometimes I feel there is change for the sake of change there's a lot of people saying we need to change this we need to change that instead of letting things work out which we already have in place.</p> <p>Voice 2B: There are more and more children coming in on the spectrum to a certain extent of your day that you feel you are policing or supervising a child. It takes you away from the job in hand that you want to be doing. If we have not got the skills and the training to deal with these children in what is going on in their head and unfortunately sometimes for early years it doesn't get diagnosed until they come in the door so we haven't got the opportunity to put things in place for them so you are dealing with all that once it's in the door.</p> <p>Voice 3B: Most of our planning is taken up thinking about these children (those with additional needs) . How is that person going to understand my instruction as they don't necessarily get all the English. Or about the child who is maybe not going to look</p>

Focus groups – Linking the coding words to the comments within all four conversations

at you when you are delivering the lesson so you don't quite know if they are listening to you so actually our planning time is more than it should be but its spent up with the minority - we are thinking about 2 or 3 children not about the rest.

Voice 4B: My class doesn't have enough pencils for the children. Also where they buy the resource from they cost an arm and a leg. You know you can purchase cheaper elsewhere but you cannot go.

School B: Promoted teachers' comments:

Voice 5B: So I came into the school about a year and a half ago and I very quickly felt that other than the leadership team there was not strong leadership within the school so I felt that through self-evaluation that leadership wasn't happening very much or consistently at a classroom level or at other levels.

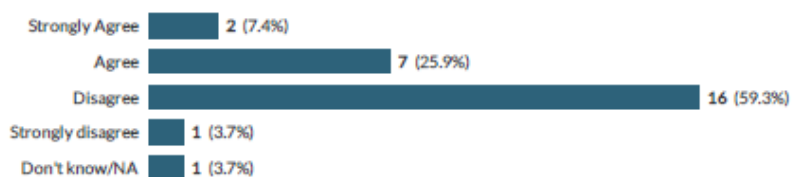
Appendix 8 The final questionnaire

The final questionnaire with ten items:

Question No.	Question
1	The Education Scotland Transforming Learning Approach has supported me well to lead fast-paced change.
2	The actions and practices completed this session have enabled me to develop my leadership skills.
3	I have put in place creative and innovative ideas for change through the completion of our chosen actions and practices.
4	Through this work I had the opportunity to share ideas with other creative partners in other schools.
5	I can already demonstrate impact from the actions and practices I have completed for the project this session.
6	I have had the opportunity to use helpful research knowledge to support me when taking forward my chosen actions.
7	My workload prevented me from participating in this work very much.
8	This intervention has supported me to learn about other creative learning environments.
9	This project is enabling me to think more about ongoing learning and teaching improvements within Curriculum for Excellence.
10	I have enjoyed participating in this work this session and will continue to develop transformational change in my classroom.

Appendix 9: Results from the short final questionnaire

3.1.a The Education Scotland Transforming Learning Approach has supported me well to lead fast paced change



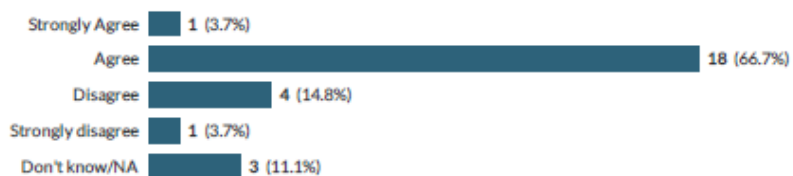
3.2 The actions and practices completed this session have enabled me to develop my leadership skills.

3.2.a The actions and practices completed this session have enabled me to develop my leadership skills.



3.3 I have put in place creative and innovative ideas for change through the completion of our chosen actions and practices.

3.3.a I have put in place creative and innovative ideas for change through the completion of our chosen actions and practices.



Appendix 10 Example of a completed school self-evaluation template (School B)

Validated Self-evaluation Template for Transforming Learning Approach.
Lead teachers : Headteacher and all other senior and middle managers and all teachers.
<p><i>In all of the following sections, please include specific comment on what has gone really well, what has been the biggest challenge, and what has surprised you or been unexpected.</i></p> <p>-----</p> <p>Using the Transforming Learning approach to support transformational change actions in your school:</p> <p>List the actions and practices taken forward this session as part of your work using the Transforming Learning approach.</p> <p style="padding-left: 40px;">Group action 1: Inclusion - Improving attitudes to Inclusion</p> <p style="padding-left: 40px;">Group action 2: Reading - To promote and embed reading for enjoyment in the life of the school</p> <p style="padding-left: 40px;">Group action 3: Family Learning - Promote family learning through digital technology</p>
<p>Evaluation of the transforming learning actions and practices:</p> <p>Consider the following questions as you complete your evaluation of each action:</p> <ol style="list-style-type: none"> 1. What were the strengths and areas for development recognised as teachers completed the agreed actions? 2. How did you evaluate the quality of experience felt by participants in all the activities completed, and what did the evaluation tell you? 3. How did those leading the activities feel about the process itself, the usefulness of the approach, the usefulness of support workshops and the quality of participation, and learning provided by all partners? <p>Strengths:</p> <p><i>(comment on practices that have been newly introduced or changed through the completion of these actions)</i></p> <p>Group action 1:</p> <p>Inclusion (Meeting Learners' Needs) had previously been the sole responsibility of the Depute Headteacher. Through the self-evaluation process as part of Transformational Change, inclusion was identified by all teachers as an area for further development and it was realised that a team approach would provide more support and opportunities.</p>

The team analysed data that the DHT had previously collected and set up focus groups to gain views of children about attitudes towards inclusion. Analysis of the results/feedback from all stakeholders has been a strength of the group.

The team planned next steps responsive to the needs identified through the results. Leadership of Change has been evident through the practice of this group. The working party developed a shared vision through a coaching session and each member of staff within the group led an aspect of the agreed goal which has resulted in improvement and change. Improvement has been evidenced through a second questionnaire of the focus groups after completion of the agreed tasks.

Group action 2:

The school's attainment data along with need to meet the challenges of the Scottish Attainment Challenge (SAC) led to the setting up of a working party on reading improvement. The working party have had many successes over the course of the project including looking more in depth at assessment of children in reading which will lead to improvement, developing a new learning zone and securing £5000 for books from a charity, organising various events to increase awareness of reading - participation in events has increased over the course of the project. A participant of the group is also the Local Authority Challenge Leader of Learning and she has critically analysed assessment data as well as worked alongside class teachers to plan specific programmes of work to enable targeted support for children.

Group action 3:

The Family Learning Working Party continued to build on the success of the existing family learning programme which was already in place. The working party led a 4 week digital maths club for parents in the school ICT suite. Each member of the working party took responsibility for an aspect of the club from signing families in each week, to organising refreshments to delivering the sessions and collecting evaluations. The main success was the continuity in the attendance of parents.

One member of the group identified that she would like to extend family learning to her classroom and changed the approach to homework to suit the needs of the children and families in her class. She did this after a coaching session from the HT and to date feedback from her families is positive.

Areas for further development:

Group action 1: Teachers will continue to build on the success of additional support needs (ASD) awareness week by raising awareness of other additional support needs and build in how we teach about and celebrate diversity and additional support needs to the yearly planner. This will be carried over to the school improvement Plan for 2017 - 2018.

Group action 2: Staff will moderate and plan assessments which build on the assessments carried out at the beginning of the year. The 'learning zone' will be finalised and have a 'grand

opening' next session. The actions will now be carried over as part of improvement planning for 2017 - 2018.

Group action 3: Staff will target hard to reach parents, working together to think of creative ways of doing this. They will use tracking data to identify families of lowest performing children and then discuss and put in place steps that can be taken next to engage them more.

Outcomes

1. How did each activity build on previous work? What did you learn?
2. How did participants themselves build on the initial training offered?

Sources of evidence:

Each group met initially to shape the project however remained flexible and responsive as the project progressed.

- Evidence was completed through the use of questionnaires that were carried out with staff, children and parents
- Views were gathered via pre/post evaluations
- Learner conversations were held and considered through the use of focus groups
- Attendance at family learning events (registers kept)
- Participation in whole school events to increase awareness of reading
- Attainment data was collated regularly
- There was engagement of parents in shared learning
- Homework returns were used
- Views of parents/families were considered

Groups built on the original training sessions led by the researcher:

Their work also included:

- Engaging in further research of related documents which helped to shape and inform practice
- Visiting other establishments
- Use of survey monkey to elicit stakeholders views
- Engaging in professional dialogue within and outwith working party meetings

Impact for stakeholders:

How have you evaluated the impact of this work on outcomes for all stakeholders?

What do the results tell you about impact in the following areas:

- Quality of achievement (embracing all of the attributes/capabilities/skills described within the 4 capacities, as appropriate), and may include skills for learning, life and work?
- Ethos and morale, capacity to change, confidence in the future?
- Capacity to improve further
- Vision and leadership now and in the future?

(a) Quality of achievement:

Children and their parents enjoyed learning together. Consultation with the whole school community has indicated that this is an area that parents wish to continue to develop and it will therefore be part of the Improvement plan 2017 - 2018. Children loved using ICT as part of their learning. Reading assessment data indicates that over a short period of time improvement in attainment has taken place. We are aware that reading has been on our Improvement Plan for some time and that the results are most likely due to longer term work also in place.

Registers show that participation in reading events (World Book Day, Roald Dahl Day, etc) has also improved over the course of the project.

(b) Ethos and morale:

Through the use of the questionnaires, the inclusion group identified that children are feeling more informed about Additional Support Needs; specifically ASD. The inclusion working party feel that there has been an improvement in attitude and understanding towards people with an additional support need and there is an increased willingness to learn more about specific additional support needs.

Families enjoyed working together at the Family Learning Club. Parents and children commented positively on this each week. This has led to more parents communicating about others events in their lives and the school have been able to respond to this by offering advice, suggestions and making links with other agencies that could support families. Communication and relationships between home and school has improved.

Evidence shows that children are more eager, excited and engaged in books. A recent competition "Get caught reading" which ran over the Easter Holiday on our school Twitter page was very successful. It kept families engaged in reading and the life of the school even although we were in a holiday period. The result of this is that we believe more children read during a holiday and this was celebrated by choosing 'winning pictures' when we returned after the Easter break. All children in the school and in the nursery are now taking part in a 10 week sponsored read run by a Charitable book trust, and is aligned to and promotes reading for the First Minister's Reading Challenge.

(d) Capacity to improve:

All groups have identified through self-evaluation that there is capacity to improve and build on the work already done.

'Red tape' forms a barrier to the pace of some of this on-going improvement, for example, the use of digital learning. The school have made several attempts to have Wifi installed in order to use 10 iPads purchased by the Parent Council, however Local Authority Guidelines have made this tricky. In addition, the working party feel that a greater number of not only computers but other digital technology and software would greatly enhance further development for all stakeholders.

The inclusion working party have identified through discussion and questionnaires with stakeholders that there is scope for more work, which includes introducing awareness raising learning experiences about other additional support needs and interventions which can help remove barriers to learning. Some of the feedback from children is that they would like to know more about anger management, dyslexia and speech impediments.

(e) Vision and leadership.

Opportunities to lead have always been available within the school and participation of leadership has varied. This approach has ensured that all staff have responsibility for leadership of an aspect of improvement as everyone contributed to self-evaluation. Within each working party, each member of staff had different roles to play. Teamwork was also developed through the 'Working Party' model. Children were involved in all working parties which led to greater pupil voice. This was an area that the school needed to develop. The reading working party have identified further areas of leadership opportunity amongst the children including junior librarians.

Priorities for future development:

- All working parties have identified areas that will be carried over in to the Improvement Plan 2017 - 2018.
- Themes for Improvement will be: Teaching and Learning (Reading will be part of this), Meeting Learners' Needs (including Inclusion), and Living as a Community (Including Family Learning).

Please add any other relevant information that you feel should be recorded to support your validated self-evaluation paper.

- All working parties recognised that in order to take the projects further successfully; more resources will be required - the key resources being staff and time. The inclusion working party also recognises that in order to change attitudes, a longer period of time is required - ideally 1 - 3 years.
- All groups have celebrated the work of the working parties in one way or another. Certificates were given out to families who participated in family learning activities.

Reading awards and prizes have been given out to children. The inclusion working party held a successful 'Celebrating Autism' week in line with National Autism Week.

- The Headteacher recognised that more time from the Working Time Agreement needs to be allocated to establishment improvement. As a result of under estimating the time required, the school did not write interim reports this year, but held face to face consultations with parents. For our particular school community this worked better for some parents as 60% of our parents have English as a Second Language and our evaluation has informed us that of that 60% most parents have difficulties reading English even if they speak it.

Signature of headteacher: School B

Appendix 11: Exemplar of the Associate Assessor's impact review

Exemplar of the impact review completed by an Associate Assessor inspector from Education Scotland.

Education Scotland Transforming Learning Approach- Impact review - in two Scottish Primary schools. School A

Purpose of visit:

The purpose of the visit is to consider whether the partnership work in school A completed this session with the researcher has enabled teachers to demonstrate any impact. The approaches used for this work are the Transforming learning scoping approach and within this the enablement of chosen actions thereafter by school teachers and the provision of early impact shown in the short report provided by each lead group.

Background:

As part of MPHIL research around the question of *-The challenge of transformational change and leadership* two Scottish primary schools were selected in partnership with their Executive Director of Education. The criteria for selection was based on the fact that both schools have undergone recent renovations and both schools had relatively new headteachers. School A has taken forward transformational change approaches to support improved teaching and learning systems linked to inclusion, the improved provision of an outside classroom and the further development of digital learning. They began the task by completing training using the Education Scotland Transforming Learning approach as a means of preparing for and completing strategic change actions in three selected projects for improvement. Teachers indicate they are now ready to cascade this approach to other schools in the local authority next session.

School A: The head teacher reported that this type of work was very new for the teachers. The head teacher was in post for one year at the commencement of the work. Teachers have used their own time to take forward the three actions as well as time set aside as part of the 35 working week agreement. Teachers were allowed to be freed up to take the lead and managers played only a very limited part of the work when requested or if they felt they could offer support that was welcomed. The head teacher feels that enabling the teachers to choose actions they feel are relevant to the operational work in their classrooms has encouraged them to take ownership of their three chosen actions. All actions taken forward are linked to areas that support the annual school improvement plan.

Primary school A is demonstrating progress on three areas they took forward. It has to be noted that the actions completed at this stage of teachers' development is innovative. It is not yet able to be measured as Transformational. These are:

Group 1 Action chosen: Improving Digital Technology within the school

During the initial workshop sessions all teachers indicated that improving technology was something they were keen to take forward. A few teachers indicated that they were keen to lead this work. They indicated at the beginning that they had very limited resources to date and that the present technology available was not the standard they felt was acceptable for children to develop their digital learning skills well. They offered staff training, and put in place “digital learning clubs” to allow children to access online resources. Teachers improved their own knowledge of what could be available through visiting three other independent schools and studying the variety of resources offered in these schools. The head teacher commented that this group has shown great enthusiasm since they commenced this work and they demonstrated enthusiasm in being able to discuss with the head teacher the chance to use part of the Scottish Government Personal Equity Funding (PEF) to support this work further next session. They explained their keenness to train senior pupils next session and extend the Coding club now in place to provide a clear digital learning pathway.

Action 2: Improving the Outdoor learning area in the school:

This group was developed as a result of their desire to see improve outdoor facilities for learners linked to improving outdoor learning. They explained they had no allocations of funds available for this work as a result of other serious school priorities which needed to be considered first in common with many other schools. Nevertheless during the inspection evaluation they took great pride in demonstrating the work completed to date by teachers and learners. This included providing a demonstration of the improvements to outdoor area. They provided photographic evidence to show the condition of the playground at the commencement of the actions to be completed in comparison to what had been achieved since.. This group also demonstrated great enthusiasm in how they will be continuing to develop this work further. Like the digital learning group they will be applying for PEF funding to provide further playground enhancement to support improvements in literacy, numeracy and health and wellbeing.

Action 3: The improvement of work in the Language Communication Resource.

School A had found themselves with a very differing client group to that in the school previously. A large number of children are diagnosed with additional needs that can affect behaviour and their ability to communicate well or cope with the normal previous classroom provision. The teachers felt the change had been overwhelming and they didn't feel they were weren't familiar in how to take forward a curriculum to suit these children's learning. During the initial scoping meeting teachers indicated strongly that they felt underprepared to cope with this change. They indicated that this was a strong area they all felt needed new ways of thinking and from there new developments to help these learners progress better and all other learners to be more familiar and understanding about their particular difficulties. Teachers studied and commenced using the “teaching talking tool”. They also used the pre-birth to three outcomes within Early learning and Childcare to take forward and evaluate the quality of learning. The team enhanced their own understanding of learners with more severe additional needs through visiting four other

establishments in their own authority to learn how they could put in place better learning to support these children. Teachers can already see progress in children. They can now work as a group and their language skills are showing improvement through for example the more frequent use of gesture. After visiting one of the schools the teachers put in place a supportive “three drawer system” which enables children to have a more visual approach to support their learning. The teachers leading this group have also had an introduction to the “Picture Exchange Communication systems” (PECS). Teachers feel they are improving their own learning as a result of leading this area of change. Teachers also reported that there has been an improvement in the behaviour of main-stream classes as a result of the new approaches in place. Importantly, children with additional needs are increasing the length of time they have been able to be part of work in the classroom. Teachers indicated that they already have examples of a few case studies they can write up to evidence further the work they have done.

At the beginning of the project, all teachers and other non-teaching professionals in both schools were invited to engage with the project. The education authority enabled teachers to have time as part of their working time agreement to complete their chosen actions. These teachers willingly joined the work and regular meetings and workshops took place throughout the project to consider progress and adapt work as it developed.

Review process:

The review process was designed to ensure an independent review of impact based on affirmation of the school’s self-evaluation account (see Appendix 10). Independence is assured through the composition of the review team including an Education Scotland Associate Assessor (AA) Inspector (Lead on the team) who is a highly experienced part-time inspector and full-time Attainment Adviser in another education authority, alongside the HMI on the project team. In addition a Local Authority Adviser for primary schools acted as an observer for the process. Affirmation was achieved through the completion of a short report by each school, the completion of a short questionnaire and a two hour presentation session by each school where they both shared the strengths from the work completed and the impact already in place. The impact review visit provided opportunities for the AA to question and challenge the results provided by each school to confirm demonstration of the impact within all the actions completed. Inspectors refer to *How good is our school* (4th Edition) when making their evaluations.

1. Findings of the review

The review team found strong evidence which supported the school’s self-evaluation account. As a result, we are confident in affirming their content as accurate.

Evaluation finding:

It was discussed that it is early to be able to see full impact of this work as teachers have only been working on the actions for around 4 months. Nevertheless each of the teams feel they have achieved early impact from the work complete to date.

Each headteacher submitted a detailed self-evaluation account agreed and written with all teachers, which described the learning, developments and impact from the completion of the intended outcomes and objectives of their work to date. During the evaluation reporting session, the head teacher and teachers gave a report on their progress using the approaches as well as demonstrating how their detailed report provided an accurate account of the impact from all the work completed. The school's priorities were then analysed by our Associate Inspector and confirmed in our findings.

We found that overall good progress has been made since the commencement of the project. Inspectors noted that teachers are developing a shared vision and an aspirational vision to support school improvement. Teachers protected time for professional dialogue and collegiate learning. This enabled everyone in this group to contribute to their agreed plans for the improvement of digital learning. However it was noted by the Associate Assessor that the actions completed although they were innovative were not transformative in what they are providing the school.

Primary school A:

Teachers demonstrated the following strengths and areas for further development through the completion of the work:

Strengths:
<p>Action 1: Improvement of Digital literacy and the teaching of ICT across the school :</p> <p>The teachers identified an initial group of learners and they grew this in to a few groups (an able group and an improving group) . From there the teachers identified 10 children to lead work to improve technology across the school. As they go forward the school is now putting in place a group of children as digital leaders. Teachers also started up a “scratch” group to take forward computer programming. The teachers visited a number of strong digital usage schools to learn ideas to go forward. Teachers felt that visiting the other establishments upped their speed of learning. They gained the advantage of hearing about their successes previously especially teachers in the independent centres. They also gained about hearing the problems can occur to cut through challenges that can occur. Teachers gained learning about the advantages of using school iPads as opposed to letting children just bring in their own ones.</p> <p>Again they will apply for PEF funding to take the project forward at a faster pace.</p> <p>The school are getting the advantage of gaining learning before they consider what they spend PEF funding on. Teachers realise they need to go forward taking account of research in the system before they bid for funding for next year.</p>

Action 2: The improvement of outdoors areas across the school :

As a result of renovations the children were left with a limited playground area. Teachers and learners identified an area they wanted to improve . Teachers applied for various grants but were unsuccessful. As a result they had to put in place their own ideas. Teachers worked with children completing a survey to decide how they wanted to go forward. The outdoor classroom already has links into various areas of the curriculum. The site had no covers but teachers did some research and along with the children came up with answers to remedy this situation.

Teachers worked with children to keep the environment in a positive state. There are ongoing problems with vandalism when the school is closed and the teachers and children are considering ways to avoid this happening. The lunchtime book club are already using this new outdoor area and a few classes have already used this new site. Teachers and learners organised a fund raising session to improve the materials available. Children improved their literacy skills through using this project to write letters to various establishments and this led to positive responses with offers of support.

In future teachers and learners next steps are to extend this new area to the front of the school providing a new wild life area for children. Teachers are working well with a local community group. Photographs have been put on social media to support this on -going improvement. Local neighbours have contributed helpful resources and teachers recognise that this has led to improved relationships with the local community. The school feel it is shifting the perspective of how the local neighbouring community perceive the work of the school.

At the last meeting teachers agreed they wanted to sustain and this new outdoor environment further. They have put in place a series of activities that includes taking forward new reading and art activities for every class being taken place outdoors. The school has now added an outdoor room to store resources.

The teachers will now look to use the new PEF funding. They understand they need to be able to justify why the money should be used in this direction.

Children are developing skills in enterprise and in reading and writing . Children have demonstrated skills in co-operating well together. Teachers are already suggesting there will be an extended plot to take this work further forward in the future.

Action 3: The improvement of work in the Language Communication Resource.

The head teacher commented there has been an increase in teachers' confidence, enthusiasm and moral. They have been pro-active to securing training to take forward the different actions they chose. Teachers have been inspired by taking forward their own

actions. The head teacher and depute feel the teachers are beginning to be empowered to lead aspects of change.

Teachers will be looking at how to monitor and assess this work next session.

Areas for development:

Action 1: Improvement of Digital literacy and the teaching of ICT across the school :

- Teachers have arranged for a visiting STEM colleague to work with them to link their work to the developing STEM agenda.
- Teachers are continuing to develop links with partners to support digital learning further next session.
- Community learning development staff have agreed to lend the school single board computers to support further development in computer program learning.

Action 2: The improvement of outdoors areas across the school :

Teachers have been limited by funding constraints . The head teacher here feels that the new PEF training will enable the work to move at an even faster pace. They commented that “if we can get impact without money -what will be able to do with these actions and the addition of SG funding to support the work next year”.

Action 3: The improvement of work in the Language Communication Resource.

Teachers would like to do this work in the future with no paperwork. However they understand that time and funding offered by the EA means they need to complete limited paperwork to support evidence of impact. The team will re-consider the paperwork within the resource and see if there are any ways to reduce report writing for evidence gathering.

2. Impact on all stakeholders: raising ambition and expectations for change. Quality of achievement, Ethos and Morale, Capacity to improve further, vision and leadership now and in the future.

School A:

At the start of this work teachers indicated they felt very under pressure in taking forward aspects of change with decreasing resources and very limited time available. As such the work they have been able to complete this session has been limited by these strong pressures. In addition, a few teachers feel they are already overburdened with classroom work and were

keen to ensure the projects did not overwhelm them. Despite these difficulties, the groups taking forward digital learning and the group leading the outdoor classroom work have shown developing leadership over the time used for this work to date. They agree there is still capacity to improve this further and we look forward to seeing their developments in a year's time. The group leading the work within the language communication resource have a difficult and long term task to change the present conditions to support the additional needs of particular learners. Although they have been limited in what they could achieve in this first session they are in agreement that they need to continue this work.

3. Impact on learners: improving skills for learning, life and work

Comment on for example, digital learning, improvement of outdoor environment, inclusion, development of literacy etc.

School A:

To date there is already impact shown in the development of digital learning this session. In addition the enthusiasm of the teaching staff and their confidence in taking this work forward over the next year has been impressive. Undoubtedly inspectors are confident that this team will continue their developments with increasing numbers of learners participating as the team go forward. The outdoor work is also showing an impressive start despite the lack of funding that has been available. We will look forward to seeing the on-going improvements from this group as they continue their developments next session.

4. Impact on leaders: empowering, facilitating and equipping leaders at all levels.

School A:

As a result of pressure on teachers not all staff feel empowered yet to go forward with their actions. Further work needs to be completed to ensure that every member of staff understand their responsibilities to take forward change. There are teachers who believe that leadership is not something they wish to develop, instead focussing solely on classroom development. Nevertheless , a few teachers have shown impressive leadership skills this session. In particular a few have even been offered promotion as a result of the development work completed.

5. Conclusions and priorities for future development:

At the beginning of this partnership between the researcher and the two schools, most teachers in both schools believed they need to be more involved in school leadership to

enable further implementation of Curriculum for Excellence. A majority of teachers agree or strongly agree that they needed to adopt more innovative teaching methods. Only around half of the teachers are confident about their ability to lead change. Teachers then participated in the transforming learning approach and completed what they considered to be the necessary innovative actions to lead to further improvement for each school.

To take forward high quality leadership opportunities for all teachers, learners and parents and other partners, senior leaders will need to consider new ways to plan in time for creative thinking and time to execute the actions decided. All teachers confirmed they are presently on minimum time for development work which will limit the change that can happen.

The next steps will be to continue with plans to build on the successful partnerships being built this session. It is pleasing to hear that teachers indicate they are now ready to share the successes from this project with other teachers in their local authority and apply to demonstrate their success to a bigger teacher audience through presenting a session at the next Scottish Learning Festival. In addition they will continue to develop these projects as well as adding on new ones from next session. We will look forward to hearing about their continuing developments.

Team comments on the report:

Comments from the Lead Inspector for the team- Audrey May AA for HMI:

It was still early to see the full impact from this work. However good progress had been made and teachers had clear ideas how they would be using Personal Equity Funding (PEF) money from Scottish Government to support further development of this work and continue to engage the wider community. Teachers in school A have been empowered by the opportunities that have come from using this new approach to support transformational change actions and develop these three areas, focussing on improvement in literacy, Numeracy and Health and Wellbeing. However, there is a need to spread the best quality leadership practice seen across all of the staff.

Comments from the Primary Adviser from the Local authority:

Across the three streams almost all teachers have taken ownership of the projects, giving their time to research and develop effective initiatives to achieve their goals. They are enthusiastic, sharing their skills and reporting their findings through these sessions to the wider staff group. They state that the difference for them working this way is that they can decide on the driver and activities for moving the school forward within the parameters of the planned areas for improvement.

Comments from the researcher: Most teachers were enthusiastic in developing the three initiatives as part of the transformational change study. The leadership skills of the head teacher, her depute and the PT assisted teachers well throughout the study. They supported when requested but provided teachers with only coaching questions when needed allowing the unpromoted teachers to take most of the responsibilities for the resulting early impact seen. A few teachers went well beyond the time allotted to the work and showed high quality leadership skills. A few teachers feel very overburdened by their day-to-day work needed in the classroom and these teachers will benefit from further training to help them increase their understanding of the need for every teacher to build their leadership skills to lead the change needed to support CfE.

Associate Assessor Education Scotland

Appendix 12: Example of local authority primary adviser report

Transformational Change. Primary School A.

Short report from Primary Support Adviser:

Senior Leadership Team

The project has enabled teachers and support staff to experience leadership opportunities impacting on change across all staff groups. This has been facilitated through some re-alignment of the working time agreement. Teachers have also enthusiastically given of their own time and incorporated activities into CLPL time. The project has been a successful vehicle for teacher development, choosing the particular area of interest, self-selecting group membership and arranging agendas etc. This is different as teachers would normally be allocated a working group within the School Improvement Plan. Areas being developed within the SIP are Outdoor Learning, Family Learning and reading.

Actions for change selected by teachers are digital literacy through ICT, Outdoor Learning and Language and Communication curriculum development. Family learning has been a key focus across three streams and all have been developing creative ways to engage parents. Including after school and lunch clubs in digital literacy.

Early indications of impact have included increased teachers' confidence and moral and staff seeking out appropriate training opportunities and acting on them. There has been a lot of enthusiasm from teachers, a culture shift with staff being given permission to lead change which has enabled the school to move forward. The main barrier identified has been lack of finances, some of this may now be addressed through PEF funding. It is currently too early to measure any possible impact on attainment. Surveys and questionnaires will be able to reflect pupil and staff engagement and participation.

Staff Group

Language and Communication Resource Curriculum Development.

Main driver for change highlighted by group was the necessity to meet the development and learning needs of a differing pupil group which includes children who are non-verbal and almost all of whom have a diagnosis of autism.

The group decided to look out with the establishment for support on building their curriculum, visiting other establishments.. As many children still operate at age and stage of around 18/30 months then it was recognised that CfE is not appropriate so staff researched Teaching Talking Tool with the support of a local pre-school assessment centre.

So now what is different as a result of this research?

Staff feel reassured of their approaches. They know how to use the accommodation space to better support children when distressed. Inter authority research has enabled staff to support children to achieve by encouraging them to be part of a group, promoting a sense of belonging and by using gesture and visuals to help children feel secure. For children in joint placements staff have been enthusiastic about using the TEACH system which is based on structured task related activities. This has been cascaded to everyone on the team. The staff have also liaised with early years and child care staff to introduce Picture Exchange Communication. The staff shared examples of case studies completed demonstrating improved outcomes and engagement with the team and for a few learners now on almost a full day attendance at the resource after being home schooled.

Outdoor Spaces.

The structure for outdoor learning had already been in place with regular visits to locations out with the school grounds. There had been applications for grant funding which to date had been unsuccessful.

All staff members of the group had volunteered for roles and activities. There had been a survey of pupils to ascertain what they would want in the outdoor space and there were no real surprises with children suggesting bird feeding, umbrellas, a weather station, shelter and alternative play resources. One of the junior classes took the lead in moving forward with the suggestions from the survey. The group state that the Eco journey in the school has changed direction in light of this initiative. P5 now organise the litter rota and they tend to the outdoor resources particularly in protecting them from wind damage.

Examples of how the space is now used-

P1 lunch time book club

P6 Social media appeal for plant pots and plants answered by local neighbours. Effective positive community links.

Money week fund raising for small green house supported by donations from local B&Q.

No natural green area so community pay back team involved in preparing front area of school for planting and wild life area.

Staff have been sharing ideas across the school for interdisciplinary learning in the area. Next session the area will include enterprise activities, financial education, HWB taking risks and family learning opportunities possibly through gardening.

Digital Literacy and the use of ICT.

To provide challenge for those children on track to achieving appropriate level.

The group decided to introduce a digital maths literacy lunch club.

A coding club is developing after the school club targeted 10 children training as digital leaders.

This group have also spent time researching and visiting other schools within and out with the authority to share practice. This has particularly helped with the staff from these establishments sharing time saving ways to operate tablet computers across a classroom enabling pupils to access appropriate apps etc. The i teach group have also supported the school with user policies, configuration and linking with the library to use single board computers. This group of staff have been relentlessly finding ways to overcome financial barriers to providing the appropriate hardware and internet access.

Across the three streams almost all staff have taken ownership of the projects, giving their time to research and develop effective initiatives to achieve their goals. They are enthusiastic, sharing their skills and reporting their findings through these sessions to the wider staff group. They state that the difference for them working this way is that they can decide on the driver and activities for moving the school forward within the parameters of the planned areas for improvement.

All comments above from the Primary Adviser who links with School A.

Appendix 13: Supporting documents completed during the study

Document type	Nature of document
Meeting minutes by staff	Meeting minutes were kept by staff at every meeting they held to consider the study.
Scoping sessions plans	These were retained and sit in the Appendix.
Emails to and from HTs	These were send regularly to adapt the timeline to suit the working plans of both schools.
Presentations	There were two introductory presentations provided as the commencement of the work with the teachers of both schools.
A research paper provided for teachers to enable a better understanding of the research title. Clive Dimmock paper - Dimmock and Jonathan W.P. Goh) (2011) Transformative pedagogy, leadership and school organisation for the twenty-first century knowledge-based economy: the case of Singapore	Teachers who were interested were provided with the aforementioned paper to support their understanding of transformative pedagogy in another learning environment.
Photos	Photos were added to the Powerpoint to offer a more visual representation of examples of transformational learning environments.
Websites	Website URLs were offered to enable teachers to view all the transforming learning approach worksheets and Powerpoints. https://education.gov.scot/improvement/Pages/cre27transforminglearning.aspx
Video evidence	Teachers watched a short video on transformational change in Singapore schools. https://www.youtube.com/watch?v=M_pIK7ghGw4
Transforming learning documentation	As above, all the documentation for this work was provided through a URL link. https://education.gov.scot/improvement/Pages/cre27transforminglearning.aspx

Appendix 14: Example of Ethics information related the focus group interviews

Ethical issue Source: Hay 2003	Focus group interviews
Consent	<ul style="list-style-type: none"> • Teachers were invited to participate in the focus groups to extend the information collected from the questionnaires. • No particular grouping was requested for the unpromoted groupings. A group of six practitioners participated in answering all the questions. The same questions were asked to all participants with extension questions available to support the ensuing conversations. • Emails were sent out to the head teachers leading the work to enable them to arrange the time and meeting areas for the completion of the work. • Like the questionnaire, the focus group meetings took place during agreed professional teacher training time with the exception of one leadership group, which was arranged over a working lunchtime session. • Permission to complete the focus group meetings was agreed as part of a conversation with all teachers at the commencement of the study, and thereafter through the completion of the ethic forms, and from the consent forms signed to enable the researcher to use, study and analyse the information gathered. • Permission was sought at the beginning of the interviews for the conversations to be recorded. • The final questionnaire report was shared with all teachers for comment and approval. This was done during the next workshop visit. • The transcribed focus group comments were shared with all the teachers for comment and approval and left with the teachers for further perusal and comment.. • The finalised comments from the focus groups were also shared with the teachers and comments were asked pertaining to anything they did not agree with or wished withdrawn from the survey. No comments were received at any time and no-one asked for anything to be withdrawn.
Confidentiality	<ul style="list-style-type: none"> • All comments were agreed to be written up with full anonymity for the interviewees. • An excerpt from the transcript of the anonymous interviews is included in Appendix 6, ensuring confidentiality and privacy of participants.
Harm	<ul style="list-style-type: none"> • At the commencement of the interviews it was made clear that the information gathered was only to be used to further learning as part of the study and would not be used to impact negatively on any of the participants. • Any information gathered that teachers in hindsight were uncomfortable with would be removed from use in the project and removed from the completed transcripts.
Dissemination	<ul style="list-style-type: none"> • An electronic version of the final thesis will be uploaded via the secure intranet of the two schools to enable all teachers to read the findings should they wish to.

Appendix 15: Scoping session responses from School A and School B

Scoping responses from School A:

Need to stop doing - No longer relevant	Exemplary Classics - and current top priorities
<ul style="list-style-type: none"> • Stop having unrealistic expectations • Need alternative curriculum • Not try to fit our pupils into mainstream curriculum • Adding to workload • Give things time to get established • Layout of report - less jargon, more specific to child, basic, easy to read. • Stop separate swimming lessons • Rewarding disruptive behaviour • Homework - aspects? • Outings - afford buses • Paperwork to complete reports • Weekly tests • Trying to tick all the boxes, prioritise. 	<ul style="list-style-type: none"> • Scottish culture -Burns etc. • Outdoor learning • Life skills • Self-help skills • Resilience • Nature • Upgraded ICT • Need to be able to listen well (listening skills) • Write- spelling, sentence construction, • Number skill (arithmetic) , maths skill • Reading a variety of books, talking • Meditation • Sports facilities - swimming, variety of sports. • Communication with everyone (adults), each other) • ICT skills • Music - skills- listen to/ play /read • Priorities -O/L & using local communities • Modern languages • Literacy -reading • Classics - Literacy- reading, writing, talking & listening • Numeracy - mental maths • Health & wellbeing • Priorities- Outdoor education • Listening skills • Classics - History - social studies • Literacy - grammar, spelling, hand writing, writing, reading, comprehension, understanding etc., • Talking & Listening (raising confidence & self-esteem) • Numeracy - arithmetic (division, multiplication, addition & subtraction) money, time • IDL • RE & moral education • Outdoor learning
What we want to do but can't yet?	Present barriers
<ul style="list-style-type: none"> • More sports facilities - termly swimming for every year group. Easy access to green space • ICT - wifi, tables, technology, use of Class camera, I pads • Specialised teachers for skill subjects- music, P.E., Science, Home Economics • PSA for every class as well as diagnosed children • Social Work department for children and young people based in local secondary with visits made regularly to primary school/ nursery 	<ul style="list-style-type: none"> • Money -lack of, is the barrier to change • Council policy for good health • Inclusion - not properly resourced or implemented • Parenting skills • Lack of support/ agreement from public for Education- no respect for Education system. • Not enough staff and resources • Lack of time, support • Teacher/job related stress • Unsupported inclusion

<ul style="list-style-type: none"> • Cluster bus transport • Smaller class sizes (legally obliged) • Outdoor education • Specialist staff e.g. social work, P.E. Educational psychologist, SLT to resolve issues • Parent forum • Devise an alternative curriculum • Appropriate placement of children • Freedom to print/copy • Teach smaller classes with more support • Support more able learners • Subject specialists • Teach • Support more able learners • Outdoor Learning 	<ul style="list-style-type: none"> • ICT equipment outdated & inadequate, quality learning • Lack of parental responsibility • Cutbacks/finance • Knee jerk reactions from council resulting in imposition of something else in the curriculum • A lot of teaching time and resources being taken up working with pupils requiring additional support • Not enough PSA/volunteer helpers (getting balance)
Solutions to the barriers	Scanning for the future
<ul style="list-style-type: none"> • More money provided- finances • Human resources • More support from Public, Government. • Support for Parents with enforceable sanctions if rules are not followed • Better technology • Visiting other schools & learning of their approaches • Taking examples of good practice and thinking how it can slot into our school • School more technologically adapted • Policy makers to work with teachers to understand the issues and needs. • Teaching stage classes rather than age • Budget - increase it • More parental responsibility and involvement in education • Supported inclusion • Improved ICT facilities • Smaller class sizes • Improved pupil & parent attitude to Education 	<ul style="list-style-type: none"> • More staff (Personal Support Assistants) bigger budget • Business sponsor/ grants/ fund raising • Better links to specialist staff • Wi fi in classrooms • Visiting other schools (England), inspection reports, peer visits & international work • Technology • Address HWB- mental, physical, social, that life expectancy doesn't go down • Less dependency, more people working • Subject specialists to free up time for preparation & allow people to work to their strengths (be innovative) • Unsupported inclusion will be to the detriment of all children. • Staff wellbeing • Staff retention- people leaving • Education received only scratches the surface • More challenging children and parents
Possible actions to be considered for implementation this session	
<p>Improve the quality of reading</p> <p>Improve family learning</p> <p>Improve the use of ICT</p>	

Scoping session responses from School B:

Need to stop doing -No longer relevant	Exemplary Classics -and current top priorities
<ul style="list-style-type: none"> • Inclusion without support • Withdrawing funding from Education • Constant cycle of change/not imbedding practice in correctly • Eroding staffing to support ASN • Health and Wellbeing plans 	<ul style="list-style-type: none"> • The council Improvement Challenge • Inclusion • Health and Well-being • Family Learning/Parental Involvement • Active Learning/Outdoor Learning • Meeting Learner's Needs

<ul style="list-style-type: none"> • Homework - does it improve child's performance? Only for second ary pupils? • Observed lessons once a year only? • Don't perceive text books as evil, they have a purpose and can springboard learning • Interim Reports • Non-engaging activities (traditional, fear of not covering things) • Doubting professional judgement • Stop competing/comparing negatively with other schools • Homework (esp. traditional) • Spelling Tests • Overly bureaucratic • Quality assurance processes • Feeling guilty • Over planning • Evaluations? • Too much in the curriculum • Homework? • Interim reports • Less Physical Education • Weekly spelling/maths tests • Literacy & maths everyday (lesson)? • Homework structure - No. Independent choice of learning - Yes • Interim reports 	<ul style="list-style-type: none"> • GIRFEC • 2 + 1 Language acquisition • Higher Order Skills • L + T - Reading • Tracking & Assessment • Family Learning • HWB inc. morale • Distributed/devolved leadership (at all levels) • Open door policy/Communication with parents/Drop in sessions • Improved use of digital technologies • Engaging lessons • Positive outlook/relationships • Specialists - subject specific such as Science/PE/Musical/Technology • Work together with 'competitors' • Working ICT equipment • Knowing the basics • Time to work with kids who could be pushed on • Behaviour • Children showing respect for all staff • Improvement Challenge - Literacy (reading) • Parental Involvement - Learning - Communication • Maths • Science • Social subjects • ICT/Exp. Arts
What we want to do and can't yet	Present barriers
<ul style="list-style-type: none"> • Complete everything effectively • Work/life balance • Have more autonomy with your teaching • ICT/Committees • Digital Technologies • Pupil Voice • Use/Introduce National Benchmarks for assessment • Improved communication with parents • Work with others (schools, LC) • Recruit better rep. to PC • SIP - eg LCFE • SMT Remit • Supporting/encouraging training staff • Interactive/engaging lessons • Partnership Network • Raising Attainment/Closing the gap • Modern technology in the class (ipads etc) • Time to plan day to day lessons • Meaningful support for children • More expert visits (specialists) • Educational trips • Have a weekend off! • Use ICT to enhance learning & engage • Resources (lack of) • Training • Constant changing • More pupil support in class - Inclusion - EAL - Extra support 	<ul style="list-style-type: none"> • Resources • Lack of respect for teachers from children and parents • Time • Too much in the Curriculum • Challenges presented by unsupported inclusion • Funding • Empathy of parents • Perception of professionalism from social media • Proper training • Behaviour of specific pupils • Time/money • Behaviour/Inclusion • Resources/expertise/red tape • Fear • Resources/staffing/time/willingness • Training/time • Language barrier/staffing/time • Time/culture • Inclusion • EAL • ICT • Training opportunities • Recording pastoral notes • Incident reports • More PSA's • No consequences • Lack of staff

<ul style="list-style-type: none"> • Have resources at hand • Smaller classes • More life skills - structured play (infants), cooking/sewing etc (upper school) 	<ul style="list-style-type: none"> • Too Broad a curriculum • Language barriers (pupils and parents) • Respect (pupils and parents) • Health & hygiene training • Specific subject training
Solutions to the barriers	Scanning for the future
<ul style="list-style-type: none"> • Training (out sourced) for inclusion • Classroom spaces adapted to needs of inclusion and staff • Family learning with targeted support • Using the “Thriving Schools” programme • Promoting Positive Behaviour to lessen disruptive violent incidents • 4 transformational change actions • Adjust approaches to inclusion (including PPB) • Establish and embed family learning • Audit and improve digital technologies • (Homework) Closing the attainment gap in reading • More Literacy • Better Pupil Voice • Creative thinking - address red tape/resources • Planned training/support for staff • Leadership at all levels incl. children • ESOL courses • Providing lots of opportunities • Be Brave - stand together • “Setting” classes • Using teachers’ skill sets, swapping classes • More hymn practice? • Pastoral notes • Money • Behaviour management • Let schools be more independent • Needs • Setting - using peoples skills and knowledge • Parental involvement • More links with High School • Outside agencies in the classroom 	<ul style="list-style-type: none"> • Growth mindset approach to teaching • Teacher shortages • Different styles/approaches of learning use of ICT • Properly trained and well-resourced teachers to deal with inclusion • Make the profession more attractive to pull in “the best” people • Resources/staffing • Parents do not like system i.e. child is in mainstream but they want child in additional support school • Brexit • Changes to LA • Union reaction to changes • International politics eg refugees/American president • Children HWB focus • Bigger classes • World changes • Too much technology? “BANG”
Possible actions to be considered for implementation this session,	
<p>Group 1 :</p> <ul style="list-style-type: none"> • Train the parent in aspects of the curriculum, e.g. Division • EAL Parent’s support workshop to help their child’s learning <p>Group 2:</p> <ul style="list-style-type: none"> • Parental Involvement • Using people’s skills (creative timetabling) • Change Homework • Life skills (sewing, knitting, banking, etc.) <p>Group 3:</p> <ul style="list-style-type: none"> • Improving Inclusion • Family Learning • Improving ICT • Innovation/changing homework 	